

COMMUNITY VISIONS, INC.

TURNAROUND LEADERSHIP ACADEMY

State of Indiana

RFP RESPONSE

RFP-DOE

COMMUNITY VISIONS, INC.
2206 E. 96TH ST.
INDIANAPOLIS, IN 46240

Phone: 317-581-5355
Fax: 317-581-5399

Contact: Steve Stoughton
Email: [sstoughton@stoughtongroup.com](mailto:ssstoughton@stoughtongroup.com)

TABLE OF CONTENTS

Executive Summary	Page 3
Work Plan	Page 5
Prior Experience	Page 13
Personnel	Page 16
Corporate Capability	Page 76
References	Page 77
Other Relevant Information	Page 78
Cost Information	Page 81

Executive Summary

Community Visions, Inc. proposes to establish a Turnaround Leadership Academy (“TLA”) to identify, recruit, and train leaders for education success and in effect, create a pipeline of leaders prepared to turn around the performance of the State’s chronically low-achieving schools.

Community Visions has the following capabilities:

- To Identify, recruit and select turnaround talent across all sectors (e.g. education, business, nonprofit) from within and outside the State;
- Provide and enculture education leaders with the knowledge, skills, tools, and support they need to lead a team and community towards the transformation of schools into places where all students are achieving academically;
- Accept accountability for the academic performance of students in schools led by turnaround academy participants;
- Partner with local school districts to strategically place TLA participants within the neediest schools;
- Build local capacity for driving and supporting turnaround efforts through community collaborations; Create A Community of Turnaround Partners;
- Cultivate a community of turnaround leaders in Indiana dedicated to making dramatic improvements in school performance.

The strategies and process proposed by Community Visions, Inc (CVI) to accomplish the foregoing aims have been used successfully by CVI in other settings to transform leadership. The leaders developed by the TLA will focus on the challenge of turning around those schools that are the chronically lowest-achieving schools in Indiana. The Turnaround Academy will provide structured, supervised support to participants. This includes job-embedded training, intensive mentoring, and time to observe and shadow seasoned experts. The culture of Turnaround leadership will be infused into education throughout Indiana schools and communities.

The Indiana Department of Education (IDOE) set out the goal of intervening in and turning around the state’s lowest-achieving schools and identified that goal as one of the most important task IDOE will assume over the next several years. Turning around these largely high-poverty schools will directly and dramatically improve the levels of achievement of students in those schools. Community Visions, Inc. is poised to assist the IDOE and the communities of Indiana in meeting this challenge. CVI has assembled a cross disciplinary team with state, national, and international experience in education, community collaborations, and leadership development. The CVI team members have strong ties and experience in Indiana educational settings and share the Turnaround Academy vision of IDOE to support and provide transformational leadership to Indiana education. Their combined work experience in diverse settings and their deep understanding of the need for strong collaborative team building will make this team the Turnaround champions.

CVI proposes to seek leaders who want to become principals of 40 schools in the lowest 5% of the school improvement and performance category and enroll them in the Turnaround Academy... CVI will place the Turnaround leaders in the neediest of schools to implement their strategic, focused action plans. These plans will be developed using evidence based strategies including Mass Insight Readiness Model. Thus equipped, the turnaround leaders will begin the work to address the critical next steps. In collaboration with the 40 leaders/principals/potential principals as the starting group, the Turnaround Academy will identify the next group of

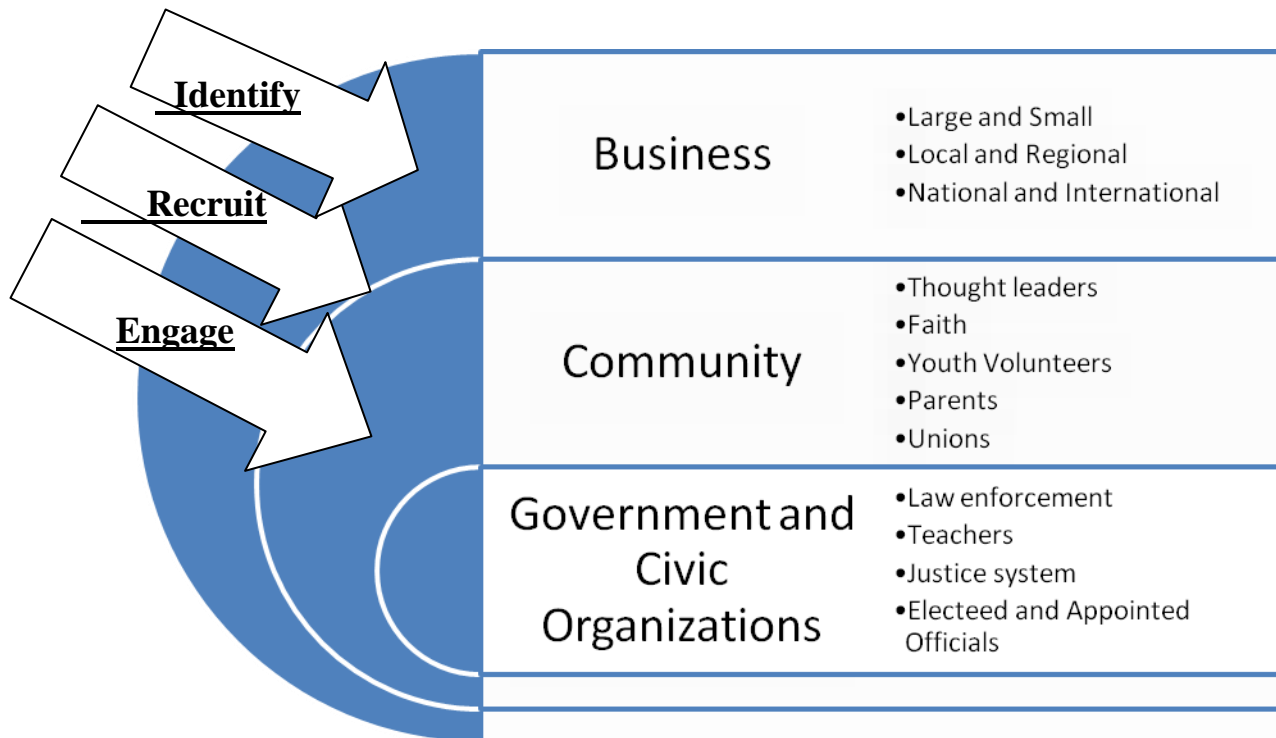
potential principals to be a part of the Turnaround Academy for the next year; thus a pipeline of leadership by and with the school principals will be under construction.

Work Plan

To accomplish the proposed work, Community Visions, Inc has divided the work into broad task areas with a vision and implementation strategies for each task.

TASKS

TASK ONE: Identify, recruit and select turnaround talent (proven leaders and those who will become turnaround leaders) across all sectors (e.g. education, business, nonprofit) from within and outside the state:



Vision for the Turnaround Academy

From around the world, the nation, the state and from within the community, leaders who have made the lemonade out of lemons will share their knowledge and skills to inspire and instruct those who will turn around education. One of the key leadership qualities need will be the ability to not just lead change but to facilitate and be a participant in the change.

Strategic Activities:

1. Conduct a literature review of popular media, professional publications and academic publications that describe the successful turnaround stories from religion, civic organizations, education, business and government agencies to identify those with success to share. Those stories will be compiled and shared with the principals and their communities using both print and electronic media variety of media. (Chezem?)
2. Survey the community, perhaps starting with a snowball survey.
3. Use Focus Groups to refine the most persuasive points about the concept of turnaround education. (Chezem can help?)
4. Create and deliver Infomercial (Information plus marketing content) Presentations to local government, service and faith based meetings and volunteer boards. (Chezem?)

TASK TWO

Give leaders the knowledge, skills, tools, and support they need to lead a team and its community towards the transformation of schools into places where all students are achieving academically;

Vision for the Turnaround Academy:

We will engage the heart and soul of the turnaround talent by understanding the context in which those principals can flourish, and then partnering with IDOE Community Visions will provide the proper investment, guidance, and opportunities for it to grow.

Strategic Activities:

Academy Meetings

In Person

- Orientation and Kickoff

- Quarterly Motivate and Nurture meetings

Virtual meetings

- Use web based technology to keep the TLA participants engaged

Coaching

Our turnaround leadership coaching is a creative approach to leadership development. We seek high-potential leaders. Our goal is to make good leaders great as they transform their environment.

We believe the best coaching occurs within context so we also work with leaders individually to drive personal behavioral change against the backdrop of their schools. Our successful turnaround coaches have proven success in education and out-of-the-educational box organizations like businesses, churches and non-profits. We use a nationally recognized educational leadership assessment and intensely motivated coaches who drive leaders to be the best they can be with optimum results for their schools.

Leadership Learning Resources from the TLA web site will include a virtual library, podcasts, and video clips of important presentations.

TASK THREE:

Accept accountability for the academic performance of students in schools led by TLA participants; Community Visions and each of the contracting partners has agreed to be personally committed and liable to meeting the goals based on agreed benchmarks to measure the success of the effort.

Vision for the Turnaround Academy: We will partner with the principals and their school and communities to make the 180 degrees turnaround from failing to succeeding.

Strategic Process and Activities:

Using appropriate assessment tools, The TLA participants will identify the problems, assess the extent of the problem through the use of data, consider possible remedies, and propose and implement solutions. The TLA participant will determine the bench marks that will be most useful in gauging the progress and success of the Turnaround solutions. The bench marks chosen will facilitate the progress of the turnaround solution and allow adjustment of the process of turnaround when needed. By determining the benchmarks at the time the solution projects and activities are selected and before they are applied, the principals, the communities, and

Community Visions will be positioned by using data to measure progress to own the academic performance of the schools led by TLA participants.

TASK FOUR:

Work with local school corporations and other key actors to strategically place participants within the neediest schools; to make sure that skilled change practitioners are embedded throughout the schools and communities to create those moments of opportunity, stir up the peer influence, and ultimately make change happen.

Vision for the Turnaround Academy:

Those schools that need the most will select and support potential principals who can give the best leadership to the turnaround effort.

Strategic Process

We will be searching for persons who have vision, creativity, moral, courage, commitment and the ability to motivate others to follow.

Recruitment

Target potential leaders with 2-7 years of experience and have a passion for learning, teaching and community presence.

Selection and Placement

We will define standards for high quality principals, develop rigorous selection model, improve placement of leadership, tip the scale in favor of low-performing schools and have better assess and match talent to school needs.

TASK FIVE:

Build local capacity for driving and supporting turnaround efforts; Value and engage the community capacity to harness the human dynamic that is most often the missing ingredient. Change -- whether it is an organizational structure change, technology transformation or cultural -- doesn't happen without people in the community and the local education organization feeling their joint ownership and making the change real.

The design and timing for implementation of each Partnership Zone will vary depending on community's policy environment and capacity, but all Community Turnaround will draw on the same set of guiding principles that turning around low-performing schools requires a balance of autonomy and accountability, the implementation of practices most likely to transform chronically low-performing schools and informed community. We believe this effort must include support from turnaround partners inside the education agency including but not limited to the board and superintendent support.

Vision for the Turnaround Education Communities:

The whole community will hold the quality education of those who live in that community in trust. The community will come together to choose education as community priority and make the tough decisions to actualize this vision.

Strategic Activities

Using lessons from the tried and successful of Youth Worker Cafes and Faith Worker Cafes Community Visions will adapt those concepts to create the Education Turnaround Cafes for the

communities. Each community will choose its own structure to carry out the work as best leverages community resources and talents.

“Tuning In” will be the electronic version of the education cafes.

Community Visions will organize and deliver regional Turnaround Educational Turnaround Cafes (community conferences) so that the technologies and motivation for educational turnaround are geographic all and culturally accessible to every member of the community who is willing to be a part of the effort.

Please review the resumes of Chezem, Goodwell and Henderson for the community engagement effort.

TASK SIX:

Cultivate a community of turnaround leaders in Indiana dedicated to making dramatic improvements in school performance.

Vision for Education Turnaround in Indiana

Across the state of Indiana, educators and their communities will share and celebrate stories of educational success in turning around schools.

Strategic Activities

Collect and write stories of success for use by the turnaround leaders.

Assist the leaders in publishing their stories through Indiana media and the internet.

Assist in providing presentations about turnaround success for in person presentation in state and nationally.

The Work Plan Schedules for Years One and Two

TASK ONE: Identify, recruit, and select turnaround talent (proven leaders and those who will become turnaround leaders) across all sectors (e.g. education, business, nonprofit) from within and outside the state:

Time Line in Months	Staff	1	2	3	4	5	6	7	8	9	10	11	12-24
Identify, recruit, and select turnaround talent	Ramona Wolf	→											
Literature review	Chezem	→											
Compile Media		→											
Creation and Assignment		→											
First Use of the Success Stories				X									
Evaluate Effectiveness													
Revise as needed													

1. Survey the community, perhaps starting with a snowball survey.
2. Use Focus Groups to refine the most persuasive points about the concept of turnaround education.
3. Create and deliver Infomercial (Information plus marketing content) Presentations to local government, service and faith based meetings and volunteer boards.

Survey Planning

(Repeat for Year 2)		Month 1	2	3	4	5	6	7	8	9	10	11, 12
Define the community.	Harvard Information Services	→										
Select survey Instrument												
Hold Focus Groups	Harvard Information Services			→								
Create Infomercials; Deliver	Harvard Information Services			→								
Evaluate	Community Visions, Inc.			→								
Refine	Community Visions, Inc.					X					X	

TASK TWO

Give leaders the knowledge, skills, tools, and support they need to lead a team and its community towards the transformation of schools into places where all students are achieving academically;

Strategic Activities:

Year One and Two

Academy	Month1	2	3	4	5	6	7	8	9	10	11	12
Orientation Session	X	<u>X</u>	<u>X</u>								<u>X</u>	<u>X</u>
Meeting site arrangements	<u>X</u>										<u>X</u>	<u>X</u>
Materials selection and preparation	<u>X</u>		<u>X</u>								<u>X</u>	<u>X</u>
Guest Speaker schedules	<u>X</u>	<u>X</u>									<u>X</u>	<u>X</u>
Orientation Evaluation												X
Quarterly “Motivate and Nurture” Meetings			X			X			X			X
WEB Site Design and construction	X	X										
Web update			X	X	X	X	X	X	X	X	X	X
Web evaluation				X								

Coaches

Coaches **X**
Orientation

And Match
to
participants

TASK FIVE

Build local capacity for driving and supporting turnaround efforts through community collaborations; Create a Community of Turnaround Partners;

Year One with Year Two repeating







		Month 1	2	3	4	5	6	7	8	9	10- 12
Collect community information to create A Community of Turnaround Partners	CCI	X	X	X							X
Meet with identified thought leaders	CCI	X	X								X
Education Cafes	CCI										
Evaluate	CCI										
Use web site to maintain Partnership Zone	CCI										

Using lessons from the tried and successful of Youth Worker Cafes and Faith Worker Cafes Community Visions will adapt those concepts to create the Education Turnaround Cafes for the communities. Each community will choose its own structure to carry out the work as best leverages community resources and talents. This strategy will create A Community of Turnaround Partners. By this term, we mean more that the Partnership Zones as described by Mass Insight: We intend that the internal education community and the external community will each own the Turnaround effort as their contribution to the life of the whole community. To further this ownership (to facilitate the success of the Turnaround effort) of the education as a community trust, the Cafes will be held in the community gathering places. The local libraries and learning centers are the repositories of learning for most of the adults in a community, especially in Indiana. We also have experience in holding our meetings in churches, other faith based programs and union halls. But we go where the people go used to gathering to engage them and give them ownership.

“Tuning In” will be the electronic version of the education cafes.

Community Visions will organize and deliver regional Turnaround Educational Turnaround Cafes (community conferences) so that the technologies and motivation for educational turnaround are geographic all and culturally accessible to every member of the community who is wants to be a part of the effort.

TASK SIX

	Month 1	2	3	4	5	6	7	8	9	10	11 - 24
Collect stories											
Write stories of success											
Disseminate to Turnaround leaders and public media											
Post and update on the web sites											
Prepare story presentations for use by Turnaround Leaders											
Track and evaluate use of stories											

Prior Experience

Our expertise is being able to assess an educational crisis, develop a comprehensive plan to solve the crisis and move forward in the most expeditious manner. Our experience is in assembling the individuals, groups, organizations and/or corporations that are needed to implement the plan and then direct the implementation.

Examples of this include everything from handling local referendums for local school corporations throughout Indiana to recruiting and planning the Chartering of an entire School Corporation in California at the direction of the Ball Foundation in Chicago.

We have experience in the 1990's of developing the turnaround strategy of one of the most problematic school corporations in Indiana (East Chicago) by combining the energies of the public schools, the business community and the parents using professionals from the Harmony Schools in Bloomington, Indiana.

Another effort that Community Visions was instrumental in developing for the State of Indiana in the 1990's was the community philanthropic effort that developed Effective Learning Communities aimed at engaging local businesses and community leaders in their local school corporations.

Community Visions also helped the turnaround initiative of local extension offices in Indiana into newly branded educational centers by performing a national best-practices audit of community learning centers and developing a plan to engage local extension agent offices in the delivering of skill based training programs. Community Visions conducted an extensive assessment of what the states are doing to extend educational opportunities to individuals who, for a variety of reasons, find it difficult to access traditional education. Interviews were completed with 130 individuals representing alternative educational delivery programs from 48 states and Guam. We found that many institutions are trying different approaches to address the wide variety of educational needs identified. In some states Charter Schools are providing alternative location and curriculum choices. Land Grant institutions are responding through Cooperative Extension Services. Other responses are being developed through Continuing Education organizations or the Community College system. The responses vary from expanding the number of locations where distance education is delivered to providing a more comprehensive approach including the assessment of the individual's "learning style" and the development of credit and non-credit offerings which meet their individual needs. The role and involvement of local educational leaders, employers, and the community in general also varies considerably. In most cases there is some effort devoted to assessing the local market, prioritizing the needs and matching these needs to an institution's ability to deliver. However, such efforts are normally limited and applicable only to the start-up phase of the program. In many cases the efforts are relatively new and experience is limited. Funding, in addition to fees charged to students, typically comes from the institution or directly from state and local government revenues

Community Visions initiated efforts for turnaround of the Marion County municipal corporation public schools in Indiana in the late 1980's to early 1990's through the development of an effort led by private enterprise, public school superintendents, school boards and teachers that created the local public policy movement that wrote and passed "Freeways" school legislation in the State of Indiana. After the passage of that legislation Community Visions assisted the Columbus, Indiana local school corporations as well as private schools (such as Culver Military Academy) to become Freeways schools.

On a non-public education venue, Community Visions performed all market research, financial analysis, demographic analysis, and plan development and implementation process presentation for the movement of the Christian Broadcasting Network into becoming The Family Channel.

In Anderson, Indiana, Community Visions attempted the turnaround of that School Corporations decline in the 1990's through the development of the business-based Committee of 100 led by Carl Erskine among others. This community based group revitalized the technological advancement and delivery of education at that time. Community Visions simultaneously led efforts in Columbus, Connersville, Terre Haute, Valparaiso, and several other communities.

Community Visions also helped revitalize and re-focus the professionalism of the Real Estate Profession in Indiana by working with the State Board of Realtors to perform a best practices assessment of all real estate laws in the continental United States and then by assisting in the re-writing of the legislation that qualifies and licenses all Realtors in the State.

Community Visions assisted Methodist Hospital turnaround its initial intake numbers through an analysis and refocusing of how it approaches the offering of childbirth services. Through an extensive internal and external evaluation process Community Visions assisted Methodist in identifying the fact that it is through childbirth that most patients become familiar with a hospital.

CLIENTELE

Acalanes Union School Corporation, Lamorinda, CA
Alhambra City School Corporation, Alhambra, CA
Alliance of Business Leaders and Educators
Alliance for Quality Schools
Ball Foundation, Chicago, Illinois
Bartholomew Consolidated School Corporation, Columbus, IN
Cathedral High School, Indianapolis, IN
Central Indiana Educational Service Center
Center for Successful Parenting
Central Indiana Public Safety Training Center
C.L.A.S.S.
Committee of 100, Anderson, IN
Culver Military School, Culver, IN

East Chicago School Corporation, East Chicago, IN
 Cummins Engine Foundation
 Franklin Community School Corporation, Franklin, IN
 Franklin Township Community Schools, Indianapolis, IN
 Indiana Association of Realtors
 Indiana Department of Education
 Indiana Education Leadership Summit
 Indiana Humanities Council
 Indiana Youth Institute
 Indianapolis Chamber of Commerce
 Indianapolis-Marion County Public Library
 Indianapolis Public Schools
 International Foundation, Washington, D.C.
 Jennings County Schools, North Vernon, IN
 Lapel-Frankton Community School Corporation, Lapel, IN
 Lebanon Community School Corporation, Lebanon, IN
 Metropolitan School District of Decatur Township, Indianapolis, IN
 Metropolitan School District of Lawrence Township, Indianapolis, IN
 Metropolitan School District of Pike Township, Indianapolis, IN
 Napa County Community Schools, CA
 New Albany-Floyd County Consolidated School Corporation, New Albany, IN
 Newark Community School Corporation, Newark, CA
 Noblesville Community School Corporation, Noblesville, IN
 Northern Wells Community School Corporation, Ossian, IN
 Oakland Community School Corporation, Oakland, CA
 Orinda Community School Corporation, Orinda, CA
 Parent Power, Carmel, IN
 Perry Township Community Schools, Indianapolis, IN
 Red Bluff School Corporation, Red Bluff, CA
 Redwood Community School Corporation, Redwood, CA
 Rincon Valley Community School Corporation, Rincon Valley, CA
 Salinas Community School Corporation, Salinas, CA
 School Town of Speedway, Indianapolis, IN
 Spencer Owen Community Schools
 Town of Beech Grove Schools, Beech Grove, IN
 Valparaiso Community Schools
 Warren Township Community Schools, Indianapolis, IN
 Washington Township Community Schools, Indianapolis, IN
 Westfield Washington School Corporation, Westfield, IN
 Yuba City Community School Corporation, Yuba City, CA

Personnel

Community Visions, Inc. Staffing Chart

Personnel	Role/Title
Steve Stoughton	Director of Projects/Supervisor of all Tasks
Robert Loomis	Research/Support for Tasks 2, 3, and 4
Jim Tilford	Business manager
Curtis Dankert	CFO
Graham Clark	IT/Data Research/Administrative on all Tasks
Mary Zartman	Administrative Assistant on all Tasks

Community Visions Staff Resumes

STEVE STOUGHTON

Steve has been described as a “broker of educational reform and leaders”. His unique background in leadership positions throughout government, education, business, and the non-profit sector has provided him with a unique perspective to understand our culture. He has become an expert in changing public education policy.

As a former Chairman of the House Budget and School Finance Committee in the Indiana legislature, he was integrally involved in preparing school budgets and drafting state laws for the state’s educational systems. Over the years, he has led numerous public policy forums and agendas at the local, state and national level related to educational change and life-long learning.

Steve’s passion is making education better for students and their families for the good of our society. One way he is accomplishing his goal is coaching educational leaders to be the best superintendents and principals.

Steve’s commitment to renewing the spirit of life-long learning in our communities has continued to be the driving force of his public life for the past thirty years. He has challenged all sides of the educational sector to turnaround their school districts, schools and classrooms.

As a partner of Community Visions, Inc., Steve has been contracted as an education reform strategist by the Indiana Department of Education, Ball Foundation; Indiana Humanities Council; Community Leaders Allied for Superior Schools (CLASS); Cinergy Foundation; Cummins Engine Foundation; Inland Steel Foundation; United States Department of Justice; Indianapolis Foundation; Stewart Family Foundation; and, many non-profits and for profit corporations. His primary vision has always been to develop dynamic leaders in schools and school corporations.

As a lifelong student of public leadership, Steve has organized and nourished numerous public leadership initiatives over the last 35 years. He has also written a book on this subject entitled, **A LETTER TO HOOSIERS, A CALL TO TRANSFORM INDIANA** published in 2007. As a trained and experienced leadership coach, Steve believes the key to making schools the best they can be is to identify, train and coach leaders who are passionate and have dreams to lead the best schools.

CURITS W. DANKERT, P.C.

Curtis has served as a Certified Public Accountant since 1965, in the State of Indiana. Curtis is a Sole Practitioner. During the last 20 years, Curtis has been in Public practice, specializing in both small and medium size businesses. His practice includes tax, small business computer applications and related consulting; and preparation of ‘Compilation & Review’ financial statements for corporate clients. Curtis employs and supervises staff, as the engagement requires.

ROBERT C. LOOMIS

Mr. Loomis recently retired as owner of M & L, a multi-person electronic sales company doing business with electronic manufacturers and parts distributors in Indiana and Kentucky. He has extensive relationships with dozens of corporations throughout Indiana including leadership of most civil entities in the State. He also has experience as a Public Affairs Officer for the City of Indianapolis acting as liaison between neighborhood associations and city government. He has received many awards over the years for service to the industry throughout Indiana including Recipient, Presidents Award for outstanding achievement, Fox, Member, Representative Council, Vitramon, Chairman, Representative Council, Representative of the Year, 3M and Representative of the Year, Desco.

JAMES E. TILFORD

Jim is responsible for Administrative Project Management, Personnel, Government Affairs, Regulatory Coordination, Public Relations and Publications. Jim is also a Financial Consultant to not-for-profit organizations and businesses. In addition, Jim provides specialized services such as crisis management and media management related to government relations and regulatory control.

Jim's specialized skills consist of Project Management and Coordination, Financial Planning/Administration, Personnel Direction, Public Relations and Marketing.

Jim received his Bachelor of Science degree in Political Science from Ball State University.

GRAHAM CLARK

Graham is the Senior Technical Advisor and Webmaster for Community Visions, Inc. Graham has 20 years experience with design, management and updating technology for computer networking; software applications; database manipulation; Internet set-up & design; E-commerce programming & technical support. In addition, Graham is the on-site supervisor for the Web Site Design Team.

Graham is also responsible for the "cutting edge" technology by implementing and integrating computer technology, telecommunications and voice recognitions systems. In addition, he is also responsible for all digitally recorded, edited and produced video streams that are placed on web sites for viewing.

Graham is diversified in his ability to operate and fully understand the mechanics of nearly every commonly used software program available.

Graham has a Bachelor of Science Degree in Journalism and a split minor in Anthropology and Folklore from Indiana University - Purdue University Indianapolis. He also served as the Viewpoints Editor as well as a reporter for the IUPUI Sagamore Newspaper when the Sagamore Newspaper received the Associated Collegiate Press Division II Award for Best of Show. His honors and activities include Senator of the Year as the Senator for the School of Journalism. He also served as the Journalism Student Organization's Representative. In addition, he served on the Joint Allocations Committee, as well as the Multi-cultural Student Advisory Board for Indiana University Purdue University Indianapolis.

MARY ZARTMAN

Mary works as an administrative assistant at Community Visions, Inc. for the past 8 years. She is responsible for all communications into the office as well as supply clerical support to the staff.

Contract Chart

<u>Country Consultants, Inc.</u>	<u>Primary Responsibility</u>
Dr. Linda Chezem	Task 1, Strategic Activities 1 and 2
Linda Williamson	Task 5,all Strategic Activities
Linda Kay Henderson	
Jaunita Mejia-Goodwell	
Sally Torres	
Dr. Edy Hammond Stoughton	Tasks 3, 4 and 5
Ramona A. Wolf	Task1
Lou Moonshower	Task 2
Robert Hunter	Task 2
<u>Indiana Wesleyan University</u>	Tasks 1, 3, 4 and 6
Dr. Brad E. Oliver	
Dr. Douglas P. Clark	
<u>Harmony Education Center</u>	Tasks 2, 3, 4 and 6
Steve Boncheck	
Debbie Meier	
Michelle Mattoon	
<u>Career FYI</u>	Tasks 1 and 2
<u>CHORUS, Inc.</u>	Tasks 2and 6
Michael A. Evans	
<u>Harvard Information Services</u>	Task 3 and 4

Contract Resumes

Linda L. Chezem

530 Denny Drive

Mooresville, Indiana 46158

317-409-5050

Lchezem@aol.com, chezeml@purdue.edu and Lchezem@iupui.edu

Chezem is a professor at Purdue University in the Department of Youth Development and Agriculture Education. She also holds an adjunct appointment at the IU School of Medicine, Department of Medicine.

She teaches the following courses:

Public Health Law and Policy,

Selected Issues in Juvenile and Youth Law, and

Alcohol Science and Law

Chezem was educated to be a high school English teacher and then went to law school. She designed the Life Skills program in 1982 for youth who were adjudicated as delinquents and not allowed in school. She expanded the program to include tutoring and support for those who were still in school to keep them in school. While serving as a trial court judge, Chezem assisted in the founding of Leadership Lawrence County. After her appointments to the Indiana Court of Appeals, Chezem served on the board of directors for Morgan County Leadership Academy. Chezem also served on the Robert K. Greenleaf Center Board of Directors for 10 years. Chezem has worked on the effort to build community learning centers with the Indiana Higher Education Technology (IHETS). She is a tenured professor in the Youth Development and Agricultural Education Department, College of Agriculture, Purdue University, West Lafayette. While the department head of 4-H Youth Department, Chezem served as the 4-H program leader for Indiana. 4-H has educators and education programs in all 92 counties serving youth through high school.

She has held adjunct appointments at Indiana University, Indianapolis and Bloomington campus and will be teaching this summer at University of Oklahoma, Norman, Oklahoma.

Honors and Awards

Governor's Exemplary Project Award for the Lawrence County Juvenile Casework Program
March 27, 1986

Sagamore of the Wabash given by Governor Robert D. Orr June 15, 1988

Robert J. Kinsey Award for Outstanding Judicial Service and Support to the Children and Youth
of Indiana June 15, 1988

Governor's Exemplary Project Award for the Lawrence County Life Skills Program
August 26, 1988

Distinguished Hoosier Award given by Governor Robert D. Orr January 3, 1989

1990 Community Service Award from the Bedford Area Chamber of Commerce April
2, 1990

1990 Girls, Inc. Forum Series

Hoosier Hero, Award from the Honorable Dan Coats, United States Senator from Indiana
November 26, 1991

Indiana Friend of Extension Award, Lambda Chi Chapter of the Epsilon Sigma Phi
October 20, 1993

National Friend of Extension Award, Epsilon Sigma Phi, National Honorary Extension
Fraternity December 11, 1993

National 4-H Alumni Award, given for Outstanding Service to the 4-H Program
September 12, 1994

Sagamore of the Wabash, given by Governor Evan Bayh January 1997

Sagamore of the Wabash, given by Governor Frank O'Bannon January 1998

Joint Resolution of Recognition and Honor by Indiana General Assembly on unanimous vote in
the Indiana House of Representatives and the Indiana Senate January 1998

Distinguished Alumni Award, Indiana State University, October 2000

Pacesetter, 2005, Women of Excellence, Lawrence County, Indiana March, 2005

Indiana University Academy of Law Alumni Fellows, Bloomington, IN, April, 2007

2008 Circle of Hope Award, Fairbanks Institute, Indianapolis, IN, May 5, 2008 (The Richard M.
Fairbanks Circle of Hope Award recognizes outstanding contributions related to
research, education or treatment of drug and alcohol abuse and addiction.)

Distinguished Barrister award from **The Indiana Lawyer**, Indianapolis, Indiana May 7, 2008

National Highway Traffic Safety Administration Award for Public Service, Nashville Tennessee,
March 30, 2009

Publications

1. ***The Status of Homemakers***, written under contract to the Commission on International Women's Year. Published, 1977.
2. *Wills* (Chapter 23), ***Indiana Pattern Civil Instructions***. Published, 1988.
3. *Indiana Court of Appeals Uses Automation to Meet Its Needs*, ***Interface***, Search Group, Sacramento, CA 1991.
4. ***The Improvement of the Adjudication of DUI***, (Instructor and Student Manuals), Transportation Safety Institute, Oklahoma City, OK, 1995.
5. *Stakeholders in the Judiciary*, ***Res Gestae***, Indiana State Bar Assn, Indianapolis, IN, September 1995.
6. Chezem, L. and Nagy, S., *Judicial Abrogation of a Husband's Paternity: Can a Third Party Seek to Establish Paternity Over a Child Born into a Marriage While That Marriage Remains Intact?* ***Indiana Law Review***, Vol. 30 No.2, 1997.
7. ***Getting Together to Get Things Done***, Indiana Higher Education Telecommunication System and Indiana College Network, at <http://www.ihets.org> or <http://www.icn.org> March, 2001.
8. *Legal Issues, Juvenile Holdovers: An Implementation Guide*, August 2001. American Parole and Probation Association, Lexington Kentucky.
9. ***Legal Issues in Lay Language***, Purdue University, 2003.
10. *A Judge's Thoughts on Sanity*, ***The Grapevine***, NY, NY February, 2003.
11. ***Impaired Driving on Trial***, DVD, Indiana University, Indianapolis, IN. January 2004.
12. *Enforcement and Prosecution of Drugged-Driving Law*, Symposium ***Report: Developing Global Strategies for Identifying, Prosecuting, and Treating Drug-Impaired Drivers***, The Counterdrug Technology Assessment Center at the Office of the National Drug Control Policy, the Executive Office of the President, Symposium at Tampa, Florida, February 23-24, 2004.

13. *Leadership that Is Quietly Changing the World: Exploration of the Roots of Two Movements*, weLEAD Online Magazine, at <http://www.weleadinlearning.org/lcapr04.htm>, April, 2004.
14. Pestronk, R.M., Heffelfinger, J., Shields, V.S., Chezem, L.L., Moderator (2004) “Public Health in Court: Who's to Judge?” **The Journal of Law, Medicine & Ethics**, 32 (s4), 47–49.doi:10.1111/j.1748-720X.2004.tb00185.x.
15. **Impaired Driving and Alcohol Assessment Report**, State of Washington, Olympia, WA, October, 2004.
16. *A Matter of Ethics: Public Health and Justice Preparedness*, the **Express Report**, Public Health Law Association, Atlanta, GA, December, 2004.
17. **Impaired Driving and Alcohol Assessment Report**, State of Arizona, Phoenix, AZ, May, 2005.
18. Chezem, L., *Ethics, Education and Public Health Preparedness for Judges*, **Law and Bioethics Report**, Vol.4, Issue 4, Summer 2005, Institute for Bioethics, Health Policy, and Law, University of Louisville, Louisville KY.
19. Scholfield, A. and Chezem, L., **Public Health Law Bench Book for Indiana Judges**, University of Louisville, Louisville, KY, June, 2005 at www.Publichealthlaw.info.
20. Chezem, L., *Legal Barriers to Alcohol Screening in Emergency Departments and Trauma Centers*, **Alcohol Research and Health** 28 (2), 2004/2005.
21. Chezem, L. **Public Health Law Bench Book for Indiana Courts. Update July 2006** available at <http://www.in.gov/judiciary/admin/pubs/public-health-bb-opt.pdf> and at <http://spa.american.edu/justice/> June 2006
22. Chezem, L. *Animal Law: Research, Ownership and Responsibilities*, Food for Thought, Indiana State Bar Association Agriculture Law Section Newsletter, July, 2006.
23. Rothstein, M., Chezem, L., and Scholfield, A **Public Health Law Guide Book for Kentucky Judges**, University of Louisville, Louisville, KY, December, 2006 at www.Publichealthlaw.info.
24. **Judicial Roles in a Pandemic**, Session 1 and Session 2, National Center for State Courts, Williamsburg, VA published at <http://riz0ep.rmxpres.com/riz0ep/viewer/NoPopupRedirector.aspx?peid=c86f69d2-eea4-4b63-a1f1-88e4ee481b6a&shouldResize=False>
25. **Impaired Driving and Alcohol Assessment Report**, State of Georgia, Atlanta, GA, August 2007
26. “Set Up for Failure: Policies perpetuate cycle including inadequate treatment and relapse”, **Indianapolis Woman**, April, 2008 [also available on online at http://www.indianapoliswoman.com/iw_04_08_Addiction.pdf]
27. In Press: Case Studies of Infectious Diseases in Jails. USDOJ, OJP, BJA
28. **Impaired Driving and Alcohol Assessment Report**, State of Missouri, Jefferson City Missouri, August 2008
29. **Impaired Driving and Alcohol Assessment Report**, State of Wyoming, Cheyenne, WY., September 2008
30. **Impaired Driving and Alcohol Assessment Report**, State of Alaska, Anchorage, Alaska , October 2008
31. **Impaired Driving and Alcohol Assessment Report**, State of Louisiana, Baton Rouge, Louisiana, March 2009

Presentations: (Pre 2003 are available on request)

1. *Cooperation with Professionals*, Alcoholics Anonymous and National Institute for Alcohol Abuse and Alcoholism, New York, New York, January 2003.
2. *Forensic Epidemiology Curriculum Roundtable*, (participant) Center for Disease Control and FBI, Los Angeles, CA, January 2003.
3. *Public Health Goes to Court*, Center for Disease Control, Atlanta, Georgia, January 2003.
4. Committee for Cooperation with Professionals, Luncheon speaker, Indianapolis, IN, February 2003.
5. *The Establishment Clause and Treatment: Cooperation without Establishment*, Indiana Judicial Center, Drug Court Conference, Indianapolis, IN, February 8, 2003.
6. *Alcohol Breath Testing and IAC 260*, Indiana Judicial Center, Drug Court Conference, Indianapolis, IN, February 9, 2003.
7. *Indiana Government by the People*, Purdue Professor in the Classroom, Lafayette, IN, March 2003.
8. *Model Food Ordinances for Counties*, Indiana continuing Legal Education Forum (ICLEF), Indianapolis, IN., April, 2003.
9. “*Forensic Epidemiology for the State and Local Policy Leaders*”, MARPHLI, April, 2003.
10. Keynote, Alcoholics Anonymous General Service Conference, NY, NY, April 2003.
11. “*Does My Breath Test Meet the Requirements of ICA 260*”, “*Mentoring and Sharing What We Have Learned*”, Indiana Prosecuting Attorneys Council, Indianapolis, IN April 22 and 23, 2003.
12. *Legal Authorities of Local Boards of Health*, National Association of Local Boards of Health (NALBOH), Baltimore, MD, July 2003.
13. *Impaired Driving on Trial*, Indiana Department of Toxicology, Jasper, Indiana, July 2003.
14. *Impaired Driving on Trial*, Indiana Department of Toxicology, Scottsburg, IN, July 2003.
15. *Impaired Driving on Trial*, Indiana Prosecuting Attorneys Council, Indianapolis, August 2003.
16. *Public Health Law and Emergency Preparedness*, ICLEF, Indianapolis, IN, August, 2003.
17. *Local Ordinances, Health Law and Liabilities*, Indiana Environmental Health Association, Jasper, IN, Sept. 2003.
18. *Impaired Driving on Trial*, North Dakota Judicial Conference, Bismarck, N.D. November 2003.
19. *Public Health Law*, American Bar Association Emerging Health Issues Conference, La Jolla, CA, Feb.19, 2004.
20. *Your Patient, My Client, Alcohol in the Caseload*, Indiana State Bar- Bench Retreat; Culver, Indiana, March 5, 2004.
21. *Juveniles, Adults and Alcohol in the Justice System*, National Institute on Alcohol Abuse and Alcoholism-NIH; March 11, 2004.
22. *FAS and Justice*, MS Department of Health, Jackson, MS, March 30 and 31, 2004.
23. ***Peer-to-Peer Consultation in Legal Preparedness for Public Health Emergencies, Public Health Law Conference, Atlanta, GA, June 10, 2004.***
24. *Public Health & Safety Preparedness: Rights, Liabilities & Defenses*, ICLEF, Chair and Presenter, Bloomington on July 15 and Ft. Wayne on July 21, 2004.

25. *Is Your Board Prepared for a Public Health Legal Emergency?* NALBOH, Denver, Colorado, July 2004.
26. *Update from NIAAA-NIH on Underage Drinking: Research and Programs, and The NIAAA-NIH and OJJDP Rural Underage Drinking Collaboration*, OJJDP, National Leadership Conference on Enforcing the Underage Drinking Law, August 2004.
27. *FASD Problems in the Justice System*, University of North Carolina, Chapel Hill, N.C., Bowles Center Conference on Fetal Alcohol Spectrum Disorders, September 2004.
28. *Recovery and Beyond*, Drug Free Scott County, Scottsburg, IN, December 2, 2004.
29. *Public Health Education for Judges*, Administrative Office of the Kentucky Supreme Court, Louisville, KY, December 3, 2004.
30. *Public Health Education for Judges*, Michigan Judicial Institute, Lansing MI, December 14, 2004.
31. *Update from NIAAA-NIH on Underage Drinking: Research and Programs, and The NIAAA-NIH and OJJDP Rural Underage Drinking Collaboration*, Community Anti Drug Coalitions of America, Washington, D.C. January 11, 2005.
32. *Preparing South Carolina Communities for Emergencies*, South Carolina Bar Association, Columbia, South Carolina, March 18, 2005.
33. *Alcohol: Where the Law and the Science Meet*, Alcohol and Addictions Journal Club, Howard University, Washington, DC, April 8, 2005.
34. *Legal Preparedness for Public Health Emergencies*, National Association of Attorneys General, East Lansing, Michigan, April 20, 2005.
35. *Judicial Issues and Systemic Issues: What Works in Court Services Coordination*, USDOJ Office of Juvenile Justice and Delinquency Prevention, Washington, D.C., April 27, 2005.
36. *The Ethical and Legal Implications of Confidentiality*, PASS Network Steering Committee for NICHD-NIH, Rockville, MD, April 28, 2005.
37. *Public Health Law Training Partnerships*, International Association of Directors of Law Enforcement Standards and Training (IADLEST), Annapolis, MD, May 31, 2005.
38. *Alcohol-Impaired Drivers: Reducing the Danger for Children*, *Conference on The Public's Health & the Law in the 21st Century*, Atlanta, GA, June 13, 2005.
39. *Judicial Preparedness for Public Health Emergencies*, *Conference on The Public's Health & the Law in the 21st Century*, Atlanta, GA, June 15, 2005.
40. "Learning Leadership for Enforcing Underage Drinking Laws", Nevada EUDL Stand Tall, Reno, Nevada, August 5, 2005.
41. "Learning Leadership for Enforcing Underage Drinking Laws", 6th Annual National Leadership Conference for EUDL, Tucson, AZ, August 18, 2005.
42. "Creating Sustainable Community Collaborations", 6th Annual National Leadership Conference for EUDL, Tucson, AZ, August 20, 2005.
43. "State Highlights: Innovations, Collaborations and Sustained Efforts", 6th Annual National Leadership Conference for EUDL, Tucson, AZ, August 20, 2005.
44. "Public Health Law and Emergency Preparedness," Butler University, Indianapolis, Indiana, September 22, 2005.
45. "Alcohol: the Law and the Science," Law School Guest Lecture, Arizona State University, Tempe, Arizona, September 27, 2005.
46. "FASD in the Court System," Keynote, Utah State Substance Abuse Conference, Layton, Utah, September 28, 2005.

47. "Juveniles, Adults and Alcohol in the Courts, Utah State Substance Abuse Conference, Layton, Utah, September 28, 2005.
48. "*Alcohol and the Juvenile Justice System*" New Mexico Juvenile Justice Conference, Albuquerque, New Mexico, December 7, 2005.
49. "*FASD: Hidden Problem In the Courts*", 2006 Juvenile Justice Conference of the USDOJ Office of Juvenile Justice and Delinquency Prevention, Washington, D.C., January, 2006.
50. "*Judge's Role: Underage Drinking Law Enforcement*", 2006 Juvenile Justice Conference of the USDOJ Office of Juvenile Justice and Delinquency Prevention, Washington, D.C., January 2006 .
51. "*Alcohol and Legal Impediments to Safety*", Defense Safety Oversight Council - Private Motor Vehicle Task Force, Washington D. C., January 25, 2006.
52. "*Cooperating with Professionals and AA*", Helena, Montana, May 22, 2006.
53. "*Working with the Alcoholic Adult in Child Protection Services*", Montana 2006. Prevent Child Abuse & Neglect Conference, Helena, Montana, May 25, 2006.
54. "*Alcohol and Justice*" Circuit Court, Helena, Montana, May 26, 2006.
55. "Justice and Public Health Systems Planning: Confronting a Pandemic Outbreak" OJP/BJA Symposium, May 24-25, 2006, Chicago, Illinois
56. *Pandemic Flu Planning: One Sheriff, Many Duties*, National Sheriffs' Association, Orlando, Florida, June 19, 2006. Published at <http://www.ojp.usdoj.gov/BJA/pandemic/resources.html> .
Also published at http://www.usaonwatch.org/PandemicFlu/Resources4LawEnforcement_PublicSafety.php
57. *Alcohol, A Mixer for Science and Law*, (chair) ICLEF, Indianapolis, IN, June 23, 2006. Published at <http://www.legalspan.com/ICLEF/onlinecle.asp?CategoryID=20060828-213115-903280&UGUID>
58. "*Alcohol and Women.*" Facilitator at Anaheim, California, July 2006.
59. *Pan Flu and the Justice System*, Annual Conference of the National Criminal Justice Association, Baltimore, MD, August 1, 2006.
60. "*Student Research and Community Strategy*" 7th Annual National Leadership Conference For Underage Drinking Law Enforcement, Baltimore, MD, August 26, 2006
61. *Public Health Law and Policy: Alcohol Impacts on Health and Justice*", School of Public Health, Moi University, Eldoret, Kenya, September 26, 2006
62. "*Animal Ownership, Academia, Industry, and Research,*" (chair) ICLEF, Indianapolis, IN, October 28, 2006
63. "*Enforcing Underaged Drinking Law and NIAAA Evaluation*", Hickam Air Force Base, Honolulu, HI, November 15, 2006
64. "*Pan Flu and the Justice System Preparedness*", Hawaii Judicial Conference, Honolulu, HI, November 16, 2006
65. "*Pan Flu and the Judges' Role in Preparedness,*" Hawaii Judicial Conference, Honolulu, HI, November 18, 2006
66. *Public Health Law and Policy*, Guest lecture, HS201, West Lafayette, IN, February 4, 2007
67. *Health Care and Justice*, RCHE Brownbag Series, West Lafayette, IN, February 4, 2007
68. *Underage Drinking Laws and Judges*", CADCA's National Leadership Forum XVII, Washington, DC, February 12, 2007.

69. *"Fetal Alcohol Spectrum Disorders (FASD) in Youth Involved in the Juvenile Justice System"* (CSAP), CADCA's National Leadership Forum XVII at the Washington, DC Convention Center, February 12-15, 2007.
70. *"Public Health and Justice Links"*, National Rural Health Association's Rural Public Health Interest Group, Conference Call August 2, 2007
71. *"Welcome and Purpose of the Meeting on the Use of Alcohol Ignition Interlocks for Reducing Impaired Driving Recidivism"*, National Highway Traffic Safety Administration, Washington D.C., August 22, 2007
72. *"Justice and Health System Pandemic Preparedness: Strengthening the Planning Links"*, Indiana Public Health Foundation, Indianapolis, Indiana, Sept, 19, 2007 *"Public Health Law and Preparedness"*, Kansas Public Health Association, Wichita, Kansas, September 20, 2007
73. Brownbag – Purdue Women's Studies, West Lafayette, IN September 26, 2007
74. *"Alcohol and the Justice System"*, Fairbanks Hospital, Indianapolis, Indiana, Sept. 28, 2007
75. *"A Survey of the Essential Laws and Policies: Ensuring Privacy Protections for Research Subjects"*, 2007 Annual HRPP Conference, Boston, M, December 1, 2007
76. *"Experts in Court"*, Indiana Association of Professional Soil Classifiers, IAPSC Winter Meeting Agenda, The Garrison, Ft. Benjamin Harrison, Indianapolis, IN January 23, 2008
77. Adjudication Panel Presentation to the Indiana assessment team by the National Highway Traffic Safety Administration, Indiana Criminal Justice Institute, Indianapolis, Indiana January 28, 2008.
78. *"PUTTING THE BRAIN ON THE STAND: Using the Technology of Neuroscience to Develop Litigation Strategies"* chaired at Indiana Continuing Legal Educational Forum, Indianapolis, IN February 26 2008
79. *"Syndemics and Substance Abuse: Strategic Prevention Planning in Rural Areas"*, 4th Annual Rural Public Health Institute, Thelma Keller Convention Center, Effingham, IL, February 27th 2008
80. *"Planning for Pandemic and Strengthening Our Communities"* Lake County Advancement Committee, Schererville, IN, March 28, 2008
81. *"Underage Drinking, a Public Health Perspective"* Illinois SAC Springfield, Illinois, on May 14/15, 2008
82. *"Assess Your State-wide Underage Drinking Prevention Efforts: Use Your Limited Dollars More Effectively"* Annual National Leadership Conference For Underage Drinking Law Enforcement, Nashville, TN on August 22, 2008
83. *"Teaching about Alcohol from a Public Health Approach"* Annual National Leadership Conference For Underage Drinking Law Enforcement, Nashville, TN on August 22, 2008
84. *"Forging the Future: Voicing the Vision"* Annual National Leadership Conference For Underage Drinking Law Enforcement, Nashville, TN on August 22, 2008
85. *"Looking at Bias,"* NTHSA Motorcycle Safety Assessment Meeting, Washington, DC, August 27, 2008
86. "Certificates of Confidentiality", NIAAA, Rockville, MD, Sept 5, 2009
87. *"Public Health: Pay Now or Pay Later"*, chaired at Indiana Continuing Legal Educational Forum, Indianapolis, IN October 8, 2008
88. *"Working with Families with Alcohol Issues"*, Indiana Supreme Court Office of Guardian Ad Litem / Court Appointed Special Advocate, Indianapolis, IN, November 22, 2008

89. "The Science of Drinking" CACTUS Eastern Kentucky University, Richmond, KY , February 24, 2009
90. "*Judicial Education: Seeing Through the Glass Darkly*", an audio-teleconference presentation produced by the Pacific Institute for Research and Evaluation in cooperation with the Office of Juvenile Justice and Delinquency Prevention (OJJDP) with a focus on the relationship of the judiciary and the issues related to underage alcohol abuse. March 26, 2009
91. PredictER, Indiana University School of Medicine, Indianapolis, IN, April 14, 2009
92. "*The Ten Essential Services of Public Health*", ICLEF, May 10, 2009
93. "*Underage Drinking in Indiana*", Susan Li Conference, Fairbanks Institute, Indianapolis, IN June 11, 2009
94. "*Alcohol and Your Client, Is FASD Present?*" Arizona Public Defenders' Conference, Phoenix, AZ June 16, 2009
95. "*Animal Law*", Indiana State Bar Association, Indianapolis, Indiana, July 1, 2009
96. "*RE: writing your Future*," Marriage and Family Alliance, The Fatherhood Initiative, Bedford, IN July 23, 2009
97. "*Government by the People*" workshop for felony offenders under 18 years of age detained in the Marion County Jail, Marion County Jail, Indianapolis, IN August 3, 2009
98. "*Alcohol Science and the Law*", 2009 EUDL National Leadership Conference, Dallas, Texas, August 13, 2009
99. "*Animal Law Matters*", Farm Bureau Legal/Policy (LINC) Conference, Washington, DC, Sept 16, 2009
100. "*Alcohol and Justice*" NIH Scientific Management Review Board Working Group on Substance Use, Abuse, and Addiction, October 14, 2009
101. "*Toxicology's Role in Enforcing Underage Drinking Laws* ", Annual Meeting, Society of Forensic Toxicologists, Oklahoma City, OK, October 20, 2009
102. "Alcohol National Partnership on Alcohol Misuse and Crime, Washington, D.C. November 10, 2009
103. "*Animal Law Matters*" Indiana Farm Bureau State Conference, Fort Wayne, Indiana , November 20, 2009
104. "*Pandemic Preparedness for Justice*", North Dakota Annual Judges Conference, Bismarck, North Dakota, November 24, 2009
105. "*Prevention and Punishment of Impaired Driving*" Kansas Governor's Commission on Impaired Driving, Topeka, KS, December 7, 2009

Current International and National Service:

Federal

Chezem provides consultation to the Office of the Director of the National Institute on Alcohol Abuse and Alcoholism, NIH on privacy issues and other ethical and legal issues involving alcohol research and law.

Chezem consults with the Enforcing Underage Drinking Laws, U.S. Department of Justice, Office of Justice Programs. Office of Juvenile Justice and Delinquency Prevention,

Non-Government Organizations

National Alliance for Alcohol Research and Education, Inc., Board Member, 2002 to present.

Public Health Law Association, Atlanta, GA, Board Member and co-Chair of the Products and Services Committee, 2004 to 2007

Fairbanks Research and Training Institute, Education committee

Fraternal Order of Police, Law Enforcement Family Readiness Initiative (LEFRI), Delphi Panel and consultant

Geisinger-NORC Center for Rural Health Research, impact/researchers-users network focusing on rural health information technology issues

Indiana University Family Violence Institute, founding member

Law & Ethics of Drug Addiction Genetics Research, Advisory Panel, University of Texas Health Center at Tyler, TX.

The NIDA funded project examines the ethical, legal and social implications of the use of genetic information in non-medical settings, particularly the use of genetic information in criminal justice settings.

SAPTA Foundation, (<http://www.saptafoundation.org>) Board member and Secretary

VEM Smart Systems Research, Inc

Past International and National Service:

White House Conference for a Drug Free America. Member of the Law Enforcement Advisory Committee. Presented at the White House Conference, Washington, D.C., March 1, 1988

Robert K. Greenleaf Center for Servant Leadership, Board Member and Vice President; 1991-2003

General Service Board for Alcoholics Anonymous, NY, NY, Class A (non alcoholic) Trustee and First Vice President; 1996-2002. Committee service included Corrections, Cooperation with Professionals, Nominating, Finance, and Nominating as well as various ad hoc committees.

National Institutes of Health, Tribal Consultation Workgroup, NIAAA member

Trans-NIH Bioethics Committee 9T-NBC, NIAAA Co- Representative by appointment of Dr. T.K. Li, director of NIAAA.

Federal Consortium on the Substance Abusing Offender, NIAAA-NIH liaison

National Institute on Alcohol Abuse and Alcoholism, Extramural Advisory Board on Health Communications Research.

U. S. Department of Justice, Office of Justice Programs, BJA Pandemic Consortium.

Task Force on Pandemic Preparedness Planning for the Courts, Criminal Courts Technical Assistance Project at American University under grant number 2006-DD-BX-K013) from the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

Chezem was the Judicial Scholar in Residence at the Arizona Supreme Court Administrative Office of the Courts, Judicial Education Division, Spring Semester, 2009

Current Indiana Service

Indiana Strategic Prevention Framework Advisory Council, Governor's Appointee

The council facilitates the development of a statewide prevention framework to: prevent the onset and reduce the progression of substance abuse, including childhood and underage drinking, reduce substance abuse-related problems in communities, including methamphetamine use, and build prevention capacity and infrastructure at the State and community levels.

Indiana Health Informatics Corporation Board, appointed by Governor Daniels, September, 2007. Pursuant to Indiana statute, the corporation shall encourage and facilitate the development of health informatics functions in Indiana. The corporation's plan to create the statewide health information exchange system must provide for procedures and security policies to ensure the following:

- (1) Compliance with the federal Health Insurance Portability and Accountability Act (HIPAA) (P.L. 104-191).
- (2) Protection of information privacy.
- (3) Use of information in the statewide health information exchange system only in accordance with the federal Health Insurance Portability and Accountability Act (HIPAA) (P.L.104-191) and as required by public health agencies.

Indiana State Bar Association, Agricultural Law Section, Document review committee, 2007-2008

Current University Service

Social Science IRB, Purdue University, West Lafayette

Censure and Tenure Committee, Purdue University, West Lafayette

Past Service and Appointments in Indiana

Merit Commission, Federal Judicial Appointments. Appointed by Senators Lugar and Quayle to assist in the selection of candidates for Federal District Judge and U.S. Attorney for the Southern District of Indiana. 1983-1984

Governor's Task Force to Reduce Drunk Driving. Served on this task force 1982-1991. Represented task force as a panelist at the Nebraska Workshop on Judicial Response to Alcohol and the Youthful Offender, Lincoln, Nebraska. January 28-29, 1988. Legal Education Committee. Chairman of Projects and Planning Committee

Fairbanks Hospital, Board Member (1991-2001) and Chair of the Nominating Committee; 1997-2001

Indiana Youth Institute, Board Member, 1999-2003

Indiana Rural Health Association, Board Member, 2000-2003

Indiana Judicial Conference, Board of Directors (1978-1988) Judicial Education Committee (chair: 1990-1993)

Indiana Judges Association, Board of Managers, (1978-1988)

American Bar Association, Judicial Administration Division, 1980-1999
Commission on Mental and Physical Disabilities 1988-1990

National Council of Juvenile and Family Court Judges, 1982-1998,
(Substance Abuse Training Committee: 1987-1993)

State of Indiana, Indiana Youth Development Study Committee, 1999 to Dec. 31, 2001

Indiana Supreme Court, Committee on Court Management
(Chezem provided technical assistance on pandemic planning for the courts in Indiana. 2004 to 2006)
Indiana State Department of Health, Public Health System Quality Improvement Advisory Task Force, 2008-2009

Indiana State Department of Health, Capacity and Resources Model Standard Team, 2008 -2009

Senior Fellow at the Sagamore Institute for Policy Research, 2007 to 2009

Indiana Criminal Justice Institute, Assessment team on Enforcing Underaged Drinking Laws, Sagamore Institute, 2008

Home

Chezem served on the Board of Health for Morgan County, Indiana and as chair of the board until term ended Dec 31, 2004.

Morgan Hospital and Medical Center, Community and Business Advisory Board

Judicial Work Narrative

Linda L. Chezem held judicial office at the trial and appellate levels for 22 years in Indiana. After her resignation from the Indiana Court of Appeals, she continued to serve as a senior judge by appointment of the Indiana Supreme Court until January 2004. She served by appointment as a special judge in over 300 cases serving 25 different counties. Her jurisdiction at trial court level included all crimes and misdemeanors, from traffic to felony-murder, marriage dissolution, probate, juvenile, and unlimited civil docket.

Grant History

Chezem wrote and obtained numerous grants while on the bench.

Indiana Alcohol Research Center, Indiana University School of Medicine in the Department of Medicine, Grant from the National Institute on Alcohol Abuse and Alcoholism. Chezem is an

investigator on the translation and outreach component. The center grant was renewed December, 2007 for five years.

Through work with the Sagamore Institute for Policy Research, Chezem has received research support from HHS and the Indiana Criminal Justice Institute.

Completed Research Support

CDC Grant No. U50/CCU423386-01

The Center for Public Health Law Partnerships (“the Center”) is a Centers for Disease Control and Prevention (“CDC”) Collaborating Center established for the period from October 1, 2003 through September 30, 2006. The Center is intended to improve the “public health legal preparedness” of national, state, and local public health systems

Role: Investigator

From August 1, 2003 until July 30, 2007, under an interagency personnel agreement at NIAAA-NIH, Chezem was located in the Office of the Director. Her assignment as a special assistant to the Director, Dr. T. K. Li, included a broad range of ethical, social, and legal issues supporting research. This work was focused on confidentiality issues including the amendments to the Freedom of Information Act, HIPAA, FERPA and certificates of confidentiality, informed consent and assent, protection of human subjects and the legal status of animals in research. She also worked on under aged drinking issues.

Post J. D. Education and Fellowships

Indiana Judicial College, (Graduate, 1984)

Institute of Judicial Administration, New York University Law School

Intermediate Appellate Judges, 1990

National Highway Traffic Safety Administration (NHTSA), First Judicial Fellowship (1993-1995);

Mid-America Regional Public Health Leadership Institute (MARPHLI), Fellowship (2000-2001); and Indiana Team Mentor (2002 –2003)

Science and Regulatory Policy Program, HHS University, University of Maryland, College Park, MD. Spring, 2006

Past Peer Review and Expert Panel Service (federal)

1. U.S. Department of Justice, Bureau of Justice Assistance, Mental Health Courts and Substance Abuse Peer Review Panel, June 2006

2. U.S. Department of Justice, National Institute of Justice, Prosecution, Defense and Adjudication Review Panel (January, 1997); Domestic Violence and VAWA Review Panel (February 3, 1998); Courts and Crime Review Panel, April, 2008.¹

3. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Rural Domestic Violence and Child Victimization Review Panel, May, 1998

Reducing Underage Drinking, Review Panel, (August, 1999); Enforcing Underage Drinking Laws Review Panel, (July, 2001, 2002, 2003, 2004, 2005, 2006 and 2009); Drug Free Communities Review Panel, August, 2001, 2003.

¹ Most recent service.

4. U. S. Department of Health and Human Services, all peer review panel work is prior to 2003 but list can be made available.
5. United States Department of Transportation National Highway Traffic Safety Administration, and NIAAA-NIH, Expert panel for the writing of Sentencing and Dispositions of Youth DUI and Other Alcohol Offenses: A Guide for Judges and Prosecutors, 1997 and 1998.
6. United States Department of Transportation National Highway Traffic Safety Administration Impaired Driving Assessment Rewrite Team, Traffic Safety Institute, Oklahoma City, OK. October 2002.

Summary of Chezem's Career

Chezem completed her student teaching and obtained a license to teach in Indiana, Chezem served as a substitute teacher for a semester.

Chezem opened and maintained a law office in Paoli and founded the Orange county Abstract and Title Company, Inc.. In August, 1975, Governor Otis Bowen appointed her as judge of the Lawrence County Court. She won two contested elections and was appointed by Governor Robert Orr to be the first woman to serve as a Circuit Court judge in the State of Indiana when he appointed her as the Lawrence County Circuit Court Judge. In November , 1988, Governor Orr appointed Chezem as the second woman to serve on the Indiana Court of Appeals.

January, 1998, Chezem resigned from the Court of Appeals to become the first woman department head in the School of Agriculture, Purdue University, West Lafayette, Indiana. She is a professor

Sally A. Torres
10169 Bradbury Dr.
Indianapolis, IN 46231
(317) 409-0803 (cell)
sallytorres@mac.com

OBJECTIVE: To obtain a position that allows me to assist individuals in the community by using my organizational, mathematical, and reasoning skills.

EDUCATION: Indiana University, Bloomington, IN
Bachelor of Science- August 2006
Major: Psychology Minor: Astrophysics
GPA:2.694/4.0 GPA in Major: 3.091/ 4.0

RELEVANT COURSES : PSYCHOLOGY CURRICULUM:
Basic Psychology I & II, Abnormal Psychology, Statistics,
Social Psychology, Lab in Social Psychology, Senior Seminar
in Social Judgments and Perceptions, Intimate Relationships

HONORS: Dean's List

EXPERIENCE:

Hamilton Center, Inc. - Community Support Services Indianapolis, IN
Case Manager II March '09 – Jan. '10

- Assisted three therapists, each with more than 50 clients, with their paper work and case load of clientele.
- Maintained current treatment plans, STPRs, HAPS, CANS and ANSAs for each client.
- Assisted two psychiatrists with medication refills, patient assistant meds and sample medications.
- Administered a case management assessment and an ADL assessment on each new intake.
- Attended conferences on the changes coming to Medicaid in Indiana and with the federal government.

Centerstone- Community Support Services Mooresville, IN
Case Manager Aug. '06- March '09

- Monitor and assist approximately twenty-eight mentally ill individuals with daily life skills and social behaviors.
- Create, implement and update treatment plans for each individual.
- Act as payee for seven individuals and assist them with money management skills.
- Coordinated training on schizophrenia for the entire staff at the Mooresville location.

- Assisted in the training of three other case managers and two technicians.

Centerstone- Blair House
Residential Technician

Bloomington, IN
 Jun. '05 – Aug. '06

- Monitor and assist mentally ill Individuals with appropriate life skills and social behaviors.
- Document with Medicaid and Medicare on the progress of the individual's skills, attitudes and behaviors.
- Monitor the identification and self-administration of daily medications by the individual client.
- Create and organize recreational, social and life skills activities.
- Accompany and transport individuals out into the community.

Activites: I am the president of the Family Readiness Group for a unit out of Shelbyville, Indiana.

I am an active member in the Circle City Socialites roller derby team. I play on the team as well as a member on the events committee, Bout production committee and the Finance Board.

REFERENCES: Professional references available upon request.

Linda Williamson

Linda Williamson is an economic development leader with over twenty years of local and state government, not-for-profit and private sector experience. Linda's knowledge and responsibilities have included: business recruitment and retention, strategic planning, collaborative marketing ventures, government protocol, university partnerships, infrastructure planning, innovative real estate development partnerships, workforce development coalitions, business cluster development, resource development and operations management.

Linda is the owner of Linda Williamson Consulting LLC and assists clients with services and expertise related to economic development, community building and management coaching. Linda has recently worked with the communities of Batesville, Bedford, Crawfordsville, Nashville/Brown County and Tipton, Indiana. Projects included marketing plan development, grant writing, business and education roundtable initiatives, program development, and regional collaboration and communication initiatives. In addition she has assisted with an economic impact analysis in Northwest Indiana, business cluster analysis in Boone County, and has facilitated a business roundtable for the past three years.

Prior to becoming an independent consultant, Linda worked for private sector consulting firms Ginovus and Bingham Economic Development Advisors where she advised clients and partners. Projects included strategic planning for community and economic development organizations, marketing and incentive development plans for urban industrial redevelopment, incentive negotiation and corporate site location work in Ohio, Indiana and North Carolina. She also assisted with a statewide life science asset mapping and regional strategy development and was a team leader for development of state-wide regional agriculture economic development plans.

From 1993–2006, Linda was the President and CEO of the Bloomington (Indiana) Economic Development Corporation. In this capacity she built a very successful not-for-profit, public/private partnership with a Board of Directors that included sixty leaders from business, government and education. Linda managed economic development attraction, expansion and retention projects from inquiry through project completion and the efforts resulted in over 9,000 new jobs and \$1.5 billion new investment. In addition, Linda formed and managed five business cluster initiatives and secured over \$6 million in support of the development of the Indiana Life Sciences Center.

Linda has a B.A. degree from Indiana University, an Honorary Associate of Science degree from Ivy Tech Community College, the Certified Economic Developer (CEcD) designation from the International Economic Development Council and the Certified Women-owned Business Enterprise (WBE) designation from the Indiana Department of Administration.

Linda Kay Henderson
144 Tripleton Pike
Bedford, IN. 47421
(812) 675-2075 Office/Cell
(812) 279-4048 Home
Henderson@countryconsultants.net
countryconsultants@yahoo.com

PROFESSIONAL PROFILE

10/08 to present

Country Consultants, Inc.

Project Development.

Country Consultants provides a number of services including: project management; training on a number of topics including: 40 Developmental Assets and Community Collaboration.

1/02 to 11/09

Indiana Youth Institute

Field Representative. Provide support and technical assistance to communities and youth serving organizations. This includes training on Community Development and Collaboration. Assistance includes facilitating networking opportunities between individuals and organizations to build and enhance capacity. Promote Indiana Youth Institute's many services.

9/00 to 1/02

Purdue University

Community Systemwide Response –

Juvenile Justice Specialist. Independent Contractor. Developed programming, provided technical assistance to communities addressing juvenile needs. Assisted Probation Departments and Juvenile Detention facilities with gender specific programming needs.

Curriculum Coordinator – Independent Contractor. Facilitated work on Violence Prevention Curriculum (Project Equality) for 5th and 6th grade students. (4H Youth Department).

10/97 to 9/00

Indiana Prevention Resource Center.

Indiana University.

Community Prevention Specialist and Research Associate. Assisted communities with development of Alcohol, Tobacco and Other Drug Prevention

programs. Provided assistance to communities through training, facilitating collaboration and partnership efforts.

4/90 to 9/97

Res-Care, Incorporated.

Service Coordinator. Responsible for the development and implementation of Individual Program Plans for developmentally disabled adults in four group homes.

1992 to 1994

Indiana General Assembly. State of Indiana.

State Representative – District 65. Served on the following committees: Roads and Transportation (Vice-Chair), Education, Financial Institutions and Aged and Aging.

TEACHING EXPERIENCE

1998 to present

Ivy Tech State College – Bloomington
Campus. **Adjunct Instructor:** Public

Speaking, Interpersonal Communications and Small Group Communication.

1989 to 1999

Oakland City University – Bedford Campus.

Adjunct Instructor: Public Speaking, Sociology, Anthropology and World History.

1990 to 1996

Vincennes University – Jasper Center.

Adjunct Instructor: Interpersonal Communication, Sociology and World Civilization.

1984 to 1987

Northwood Institute – Paoli, IN.

Adjunct Instructor: Sales and Public Relations.

1983 to 1984

Indiana University – Bloomington, IN.

Associate Instructor (AI): S121 Public Speaking

EDUCATION

1986 to 1988

Indiana University – Bloomington.

Masters Program in Social Studies Education. (Lack 12 hours for degree)
Completed Teacher Certification –

Government, US History and Sociology.

1982 to 1985

Indiana University – Bloomington.
Masters Degree in Speech Communication.
Completed 1985.

1978 to 1982

Indiana University – Bloomington.
Bachelors Degree in Political Science and
Speech Communication.

CERTIFICATIONS AND TRAININGS:

Essentials of Asset Building. Completed Training of Trainers at Search Institute – Minneapolis, MN. Trained to provide three basic trainings using the 40 Developmental Assets. Spring 2004

Certified Prevention Professional (CPP), Certified by the Indiana Association of Prevention Professionals, Inc. 1998

Grantsmanship Training. Completed Grant Writing workshop 1997.

COMMUNITY COLLABORATIVE EXPERIENCE:

Area Learning Centers (now called Community Learning Centers): While serving in the Indiana General Assembly – I introduced legislation to study the feasibility of providing engineering and technology education in south central Indiana. Working closely with the Commission of Higher Education, several state universities, community and business leaders – the concept of the Area Learning Centers evolved. (1993-94)

Rails to Trails Legislative Study Committee: Served on the legislative study committee. (1993)

Keys to Prevention – Summer Camp: Facilitated the development of a pilot program to provide an Alcohol, Tobacco, and Other Drugs Prevention summer camp for youth (ages 10-14) at the Lawrence County Fairgrounds. Worked to facilitate collaboration between the Lawrence County Fair Board, Head Start, Hoosier Uplands, Times-Mail, United Auto Workers, Ford and General Motors. This program has been replicated in other rural counties in the state including Orange County. Initiated 1998.

Safe – Night Lawrence County: Facilitated organizing Safe Night event in conjunction with the Safe Night USA promotion (1999). Initially over 40 community partners brought together to sponsor an evening dedicated to providing a drug free and violence free evening for youth. Safe Night Lawrence 2004 had approximately 1200 youth attend. Safe Night 2005 had approximately 1500 youth attend. I stepped down from the planning committee in 2005. Today Safe Night is an annual community event.

National Girls and Women's Sport Day at Indiana University - Assist with the planning and expansion of National Girls and Women's Sports Day at Indiana University. Indiana Youth Institute is a sponsor along with Girls Scouts, Girls, Inc., and many others.

Exodus Fest 2003, 2004, and 2005 - Provided technical assistance to plan an all day Youth Fest. Provided assisted with planning, marketing, grant writing and fundraising for this event.

Youth Worker Cafes - Developed "cafes" in several communities in southeast Indiana. The purpose of the "cafes" is to facilitate building and sustaining relationships that will lead to collaboration on community efforts. Communities with a Youth Worker Café include the following counties: Brown, Dearborn, Floyd/Clark, Franklin, Jackson, Lawrence, Morgan, Orange and Ripley.

COMMUNITY SERVICE, ACTIVITIES AND RECOGNITIONS:

Walk With Excellence Awards: Recipient of the 2006 Women of Excellence Award (Lawrence County) in the area of Government/Public Service.

Tulip Trace Girl Scout Council: Recipient of 2004 Women of Distinction Award.

Indiana Juvenile Justice and Delinquency Prevention Advisory Board: Appointed by Governor Kernan September 1, 2004. Term expired April 15th, 2006.

South Central Education Alliance (SHEA): Elected Vice-President of Association. Served June 2004 to June 2006.

Indiana Judicial Nominations Qualifications Commission: Appointed by Governor Frank O'Bannon. Served 1999 to 2001.

Lawrence County Fair Board: Elected member since 1999.

Indiana Association of Prevention Professionals: Board member 1998 - 2003.

Bedford Business and Professional Women: Member 1988 to 2000. Past President and Young Careerist.

Tulip Trace Girl Scout Council: Board member 1995 to 1998. Served on Fund Development Committee.

Lawrence County American Red Cross: Board member 1985 to 1987.

References

Honorable Linda Chezem (former Indiana Court of Appeals Judge)
Purdue University
Home Address: 531 Denny Dr.
Mooresville, IN.
(317) 409-5050

Robert Goodman, PhD.
Dean
School of Health, Physical Education, and Recreation
HPER 122
Indiana Univesity
(812) 855-1561

Vicki Culler
Director
ASAP Center (Assistance for Substance Abuse Prevention)
Rockwood Tower
3805 Edwards Road,Suite 500
Cincinnati, Ohio 45402
(513) 458-6605

Mayor Shawna Girgis
City of Bedford
1102 16th St.
Bedford, IN.
(812) 279-6555

Keith Klein
Communications Chair
Ivy Tech Community College – Bloomington
Bloomington, IN.
(812) 330-6262

Juanita Russell
88 Northern Hill Drive
Bedford, IN. 47421
(812) 279-3917
(812) 276-8460 Cell

Note: Former supervisor while working as a consultant for Purdue University.

Juanita Mejia-Goodwell
1903 Hoagland Ave.
Fort Wayne, IN 46802

Primary Phone: 260-745-8407
Mobile Phone: 260-417-0952
jvgoodwell@hotmail.com

Youth Development/Training/Supervision

OBJECTIVE Seeking employment that offers opportunity for empowerment, motivation and community development.

EXPERIENCE 1/2002 – Present Indiana Youth Institute Indianapolis, IN
Field Representative
Promoting organization services that are provided by IYI. Networking with community leaders in promoting positive youth development. Organizing mobilization efforts in creating community youth development initiatives. Offering technical assistance to youth workers, executive directors, foundations and city officials. Facilitate and conduct workshops on youth development and not-for profit management.

8/2003-Present South Side High School Fort Wayne, IN
Head Coach (Softball and Basketball)
I prepare the young ladies in both programs to have a chance for success and improvement in the sport that they play. I am responsible for organizing the entire program from pre-season, season and off-season. I also work into the program a leadership development piece that helps the young ladies focus on getting ready for their future. I take them to campus visits and college games to give them the full exposure. We have talks about life issues and ways to work through their problems.

10/1994 – 12/2001 Northeastern Twenty-first Fort Wayne, IN
Century Scholars Program
Program Coordinator
Coordinate programming for the Northeast region serving participants and their families in the Twenty-First Century Scholars Program of Indiana. Oversee AmeriCorps members and full-time staff activities. Develop and manage program budget and expenses. Network with similar organizations serving the same population. Train and support program staff. Develop programming to enhance resources for academic advancement. Promote the program by community outreach conducting presentations and trainings. Created community wide collaborations and projects, such as mentoring, tutoring and community volunteerism.

7/1993 – 10/1994 YWCA Women's Shelter Fort Wayne, IN
Children's Advocate
Responsible for the supervision and activities of children who entered the shelter due to domestic violence or homelessness. Provided group counseling and individual assessments for the children. Organized recreational activities and events. Assisted mothers in developing family plans to adjust upon leaving the shelter.

EDUCATION	5/2003	Indiana-Purdue Fort Wayne Bachelor's Degree - Criminal Justice	Fort Wayne, IN
------------------	--------	--	----------------

**CERTIFICATIONS
& TRAININGS**

8/1996- 2004	National Crime Prevention Council Certified Associate Trainer for AmeriCorps Training	Washington, DC
9/1996 – 2004	Prudential Youth Leadership Institute Certified Trainer for Youth Leadership	Greensboro, NC
10/2002	Search Institute Train the Trainers – 40 Developmental Assets	

AFFILIATIONS	7/2003 – Present	Allen County Education Partnership	Board Member President
	10/2001 – 2005	Leadership of Fort Wayne	Advisory Board Member
	2/2005 – Present	Drug and Alcohol Consortium	Prevention Member
	1/2006 – 6/2009	The Southeast Youth Council	Board Member

REFERENCES	Linda Henderson Country Consulting	812-675-2075
	Jerry Amstutz Athletic Director South Side High School	260-467-2644
	Brian White Executive Director Allen County Education Partnership	260-423-9517

EDY HAMMOND STOUGHTON

EDUCATION:

February, 2003
Doctor of Philosophy
Indiana University, Bloomington, Indiana
Curriculum and Instruction
Major: Special Education
Minor: Educational Leadership

Dissertation: “I Wish I Could Tell Them How I Feel.” Sharing the Stories of Young People Labeled Emotionally Disturbed and Their Families.

Administrative License
Indiana University, Indianapolis

Master of Science in Special Education
Butler University
Magna Cum Laude

Miami University Oxford, Ohio
Bachelor of Arts—Cum Laude
Major: Sociology Minor: Psychology

PROFESSIONAL EXPERIENCE:

November, 2006-Present

Head of School:
Midwest Academy of Indiana
Changed the vision of this small,
special needs private school.
Turned the school around from its
status of impending financial failure
and lack of curricular direction.
The school is now flourishing. It has grown
from 62 students to 86 students and has
increasing recognition in the community
for expertise in teaching students with
Asperger’s Syndrome and school anxiety.

August, 2004—December, 2006

Visiting Assistant Professor:
Indiana University-Purdue University
Classes Taught:
K548-Family, Schools, and
Society (Graduate)
K490-Family, Schools, and
Society (Undergraduate)

	K565-Consultation and Collaboration M320-Diversity and Special Education Elementary Block I M322-Diversity and Learning Secondary Block I Practicum Director
September, 2003-July, 2004	Visiting Assistant Professor Teachers College New York, N.Y. Classes Taught: A Multifoundational Approach to Learning Disabilities Student Teaching in Inclusionary Settings Co-taught a Doctoral Seminar in Disabilities Studies
September, 2002-December, 2002	Instructor: K505/K201-Introduction to Special Education Indiana University, Indianapolis
August, 2000-May, 2001	Instructional Assistant: Supervised Elementary Education Field experience students Conducted Seminars for Field Experience Students.
August, 1992-June, 2003	Teacher of Severely Emotionally Disturbed Students. Craig Middle School, Indianapolis, IN. Developed a successful affective skills curriculum which was a model for all Lawrence Township schools. Consulted with regular education teachers to write and implement behavior plans. Created parent groups to serve as a bridge between home and school. Interfaced with outside agencies. Taught both self-contained classes and inclusion classes. Served on the school's leadership committee. Mentored beginning special education teachers for the Township.
August, 1984-May, 1992	Special Education Teacher

	Orchard Country Day School, Indianapolis. Wrote and developed a math curriculum for special education classes in grades 3-8. Served as an advisor for 6 th grade students. Served on school-wide curriculum development committee.
August, 1971-June, 1972	Learning Disabilities Teacher: Elementary Merced City Schools, Merced, CA.
June, 1970-May, 1971	Social Work Director Indianapolis Headstart, Inc.

RESEARCH AND GRANTS:

September, 2004-May, 2006

Co-Recipient of a grant in critical literacy in conjunction with Indianapolis Public Schools. The purpose of the grant is to work with public school teachers to introduce and utilize critical literature in their classrooms.

WORKSHOP PRESENTATIONS:

Metropolitan School Study Council, New York, NY (April, 2004)

Topic: "Special Education: "What to do when..."

Metropolitan School Study Council, New York, NY (November, 2004)

Topic: "Creating Inclusive School Communities

Metropolitan School Study Council, New York, NY (February, 2005)

Topic: "Collaboration, Communication, and Community"

Metropolitan School Study Council, New York, NY (November, 2005)

Topic: "Working Together to Help Special Education Students Meet the Standards"

PRESENTATIONS: All of the following are juried conferences.

Stoughton, E. (2001, June) *The pain of being different in middle school*. Paper presented at the Second City Conference on Disability Studies and Education, Chicago, Illinois.

Lash, M., Stoughton, E. and Walter-Bailey, W. (2001, October) *Stories of schooling from the margins*. Paper presented at the Curriculum and Pedagogy Conference, Victoria, British Columbia.

Stoughton, E. (2002, April) *I wish I could tell them how I feel: Sharing the stories of young people labeled emotionally disturbed and their families*. Paper presented at the American Education Research Conference, New Orleans.

Stoughton, E., Lash, M. and Walter-Bailey, W. (2002, April) *Voices and perspectives of marginalized students and their families*. Paper presented at the American Education Research Conference, New Orleans.

Brantlinger, E., Stoughton, E. (2002, June) *A pragmatist and a true believer debate inclusion*. Paper presented at the Disability in Education Conference, Chicago.

Stoughton, E. (2002, April) *Included into what? Listening to students speak about inclusion*. Paper presented at the American Education Research Conference, Chicago.

- Stoughton, E. (2003, October) *Inclusion in an exclusionary world*. Paper presented at the Research on Women and Education Fall Conference, Knoxville, Tennessee.
- Stoughton, E. and Reid, D. Kim (2004, February) *The humorous construction of disability*. Paper presented at the Disability in Education Conference, Ruston, Louisiana.
- Lash, M., Stoughton, E., and Walter-Bailey, W. (2004, April) *Exclusion never ends*. Paper presented at the American Education Research Association Conference, San Diego, California.
- Stoughton, E. (2004, April) *Communicating across cultures: Discursive challenges and racial identity formation in narratives of middle school students*. Paper presented at the American Research Association Conference, San Diego.
- Stoughton, E. and Reid, D. Kim (2005, April) *The humorous construction of disability*. Paper presented at the American Research Association Conference, Montreal.
- Stoughton, E. (2006, February) *The role of reflective journals in developing critical thinking*. Paper presented at the Edward C. Moore Symposium, Indiana University, Indianapolis.
- Stoughton, E. (2006, April) *"Those other kids": Navigating inter-cultural barriers with middle school girls*. Paper presented at the American Research Association Conference, San Francisco.
- Stoughton, E. (2006, April) *"Don't put them in my class!" Beyond 'candy and stickers' in teaching students with emotional and behavior disorders*. Paper presented at the American Research Association Conference, San Francisco.
- Hoffman, K., Kastberg, S., and Stoughton, E. (2006, June) *Positionings, problems and possibilities: An examination of special education students' contributions in a mathematics classroom*. Paper presented at the Disabilities Studies in Education Conference, Michigan State University.

PUBLICATIONS:

- Murtadha-Watts, K. & Stoughton, E. (2001). Critical cultural knowledge in special education: Shaping the responsiveness of school leaders. In L. Denti & P. Tefft-Cousins (Eds.) *New ways of looking at learning disabilities* (pp. 51-62). Denver: Love Publishing Co.
- Lash, M., Stoughton, E., & Walter-Bailey, W. (2002). The voices of marginalized Students and their families. In T. Poetter, C. Haerr, M. Hayes, C. Higgins, & K.W. Baptist (Eds.) In *(Ex)clusion: (Re)visioning the democratic ideal*. Troy, NY: Educators International Press.
- Stoughton, E. and Sivertson, C. (2005). Communicating across cultures: Discursive challenges and racial identity formation in narratives of middle school students. *Race, Ethnicity, and Education*, 8 (3), 277-295.
- Stoughton, E. (2006). Marcus and Helen: On the margins in school and society. In E. Brantlinger (Ed.) *Who benefits from special education? Remediating [fixing] other people's children* (pp. 145-163). Mahwah, NJ: Lawrence Erlbaum.
- Stoughton, E. (2006). "How will I get them to behave?" Pre-service teachers reflect on classroom management. [Accepted for publication in *Teaching and Teacher Education*.]
- Reid, D.K. and Stoughton, E. (2006) The humorous construction of disability: 'Stand

up' comedians in the United States. *Disability and Society*, 21(6).

TEACHING CREDENTIALS:

Indiana All-Grade Life License (K-12). LD and SED.

Indiana Administrative License—Elementary and Middle School

Ramona A. Wolf, PHR

Employment

- 2006-present **S&R Consulting, LLC, Atlanta, IN**
 - Self-employed specializing in Staffing and Employment

- 2004-2005 **C.P. Morgan, Indianapolis, IN**
 - HR Specialist
 - Source, screen and interview candidates
 - Conducted applicant reference checks and background checks
 - Prepared and authorized offer letter of employment
 - Coached management in addressing employee relations issues
 - Prepared turnover reports quarterly
 - Conducted exit interviews and monitored turnover trends; made recommendations to reduce turnover

- 1979-2003 **Roche Diagnostics Corporation, Indianapolis, IN**
 - Staffing and Employment Consultant (1991-1994 and 2001-2003)
 - Source, screen and interview candidates for entry to executive level positions locally and across the nations
 - Reference check administration
 - Made offers and negotiated salary recommendations
 - Human Resources Consultant (1994-2001)
 - Served as Acting HR Manager to Diabetes Care Business Unit
 - Key resource for employees by providing feedback and counseling on policy interpretation, corporate programs and various other employee relations topics
 - Facilitated resolution of disagreements and conflict
 - Partnered with client groups to proactively identify business issues and develop and implement appropriate solutions

Education

- Purdue University, West Lafayette, IN – Credit Hours
- Tipton High School, Tipton, IN - Diploma

Awards received

- Recipient of numerous Special Recognition awards for significant sustained contributions to Roche

Strengths

Planning and Organizing, Communication (written and oral), Judgment/Decision Making, Problem Solving, Responsible, Customer Focus, Analytical, Ethical, Confidential, Persistent, Attentive to Detail, Intuitive, Positive Work Relationships

Lou W. Moonshower
3536 Saddle Brook Lane
Bloomington, IN 47401

Mr. Moonshower has had an extensive and successful career turning around various business entities in the State of Indiana and elsewhere. He started with the acquisition and consolidation of numerous insurance property and casualty agencies throughout Indiana streamlining operations while increasing sales and profitability. The sale of a very large profitable agency was the culmination of the venture to which he still consults on an as needed basis.

In addition to insurance agencies Lou has acquired, consolidated rejuvenated and sold a number of child day care centers in Indiana. The key to his success in this particular area is his ability to focus on what is best for the child and being able to deliver a superior early childhood experience with the inclusion of the parent or care giver as part of the service.

Because of Indiana's heavy manufacturing base, Lou has been extensively involved in various manufacturing company turnarounds which have included dealing with numerous organizations, unions, communities, civil governments, financial institutions, suppliers and customers both inside and outside of Indiana.

Mr. Moonshower has also been involved in turning around a number of real estate development projects, assisting in the refinance and realignment of project scope, sales and marketing.

Robert L. Hunter, Th.M.

Education, Training, Professional Experience

Education:

B.A., Miltonvale Wesleyan College (Kansas), 1967
M.Div., Asbury Theological Seminary, 1970
Th.M., Asbury Theological Seminary, 1974
Post-graduate study at The University of Strasbourg, France, 1971

Training: (Highlights)

- Three years of Residency in Clinical Pastoral Education and Pastoral Counseling, Riverside Methodist Hospital, Columbus, OH, and Methodist Hospital, Indianapolis, 1971 –1974;
- Ten years of training and supervision in Family Systems Theory and Therapy at the Center for Family Process, Bethesda, MD, under Dr. Edwin Friedman;
- “Bridgebuilder” training with Dr. Peter Steinke;
- “Leadership Institute for Bishops and Executives”, with Dr. James Wind and Dr. Gilbert Rendle, The Alban Institute, July 2000;
- Six years of ongoing supervision of clinical work with Dr. George A. Boyle, 1990 – 1996;
- Numerous workshops sponsored by the Alban Institute and the Indianapolis Center for Congregations.
- Completion of “The Fund Raising School” course at the Center on Philanthropy at Indiana University, 2004.
- Completion of the Robert Sharpe seminar, “Introduction to Planned Giving”, 2003.

Professional Experience: (Ordained: 1972)

2003 – Present: Director of Stewardship, Second Presbyterian Church, Indianapolis, IN.

- Develop a year-round program of giving to fund the ministries and mission programs of Second Church;
- Conducted a successful \$11.5 Million Capital Campaign for the construction of new facilities and renovation of existing facilities, 2003-2006.
- Developed major gifts for specific mission causes, and oversaw endowment growth from \$19 Million to \$28 Million in 3 years.
- Consulted with three other congregations on stewardship development and capital campaign organization.

2001 – Present: Consultant to Congregations, Center for Family Life Ministries, Second Presbyterian Church, Indianapolis; (counseling, consulting, teaching);

- Minister of Congregational Life, Faith Presbyterian Church, Indianapolis (part-time);
- Consultant in leadership development and strategic planning with congregations and clergy.

1990 – 2001: Executive Director, Center for Family Life Ministries, Second Presbyterian Church, Indianapolis.

- Directed a staff of 5 – 8 persons, providing educational programs, counseling /consultation services, leadership development, clergy support, and work with a wide variety of congregations in Indianapolis and beyond;
- Program staff member of Second Presbyterian Church: program development, teaching, worship leadership, and staff interaction;
- Provided consultation groups for clergy in Family Systems and Healthy Congregations each year; (Each group meets 8-10 days per year). 150 area clergy have been involved in one or more of these groups;
- Responsible for annual Samaritan Fund appeal, and oversight of the operating budget of the Center;
- Facilitated gifts and grants to fund special programs;
- Hosted a 3-day conference for church judicatory leaders in February 1997, attended by 70 judicatory leaders from 9 denominations, including 43 Presbytery Executives;
- Hosted a 2-day conference in April 1997 for pastors and other leaders, entitled, “Leadership In Anxious Organizations: The Legacy of Edwin H. Friedman”, attended by 123 leaders, mostly clergy, from 15 denominations;
- Conducted leadership retreats, marriage and family retreats and workshops in 26 congregations in Indiana, Illinois, Ohio, California, Michigan, Wisconsin, Pennsylvania, Maryland, Colorado, Oklahoma, Virginia and Washington, D.C.;
- Conducted clergy retreats/workshops on “Family Systems in Ministry” for 17 different judicatories in 12 states and 9 denominations;
- Consulting staff member with The Indianapolis Center for Congregations, 1998 – 2000;
- Hosted “Families, Faith and Congregations” Conference in April 1999, sponsored by the Indianapolis Center for Congregations;
- Hosted “Clergy Leadership Forum” in April 1999, sponsored by the Indianapolis Center for Congregations;
- Hosted “Church Census Training” event, June 1999, with Dr. Diana Garland, sponsored by the Indianapolis Center for Congregations;
- Taught D.Min. course, “Leadership in Anxious Congregations” at Christian Theological Seminary, spring 1998;
- Annual guest lecturer on Bowen Theory and Therapy at the Indiana University School of Social Work;
- Convenor of “The Voyagers Group”, continuing the work of Edwin Friedman in the application of systems theory to the life of congregations: 1998 – present.

1974 – 1990: Tabernacle Presbyterian Church, Indianapolis, IN

Associate Pastor (10 years), and Co-Pastor/Head of Staff (6 years):

- Directed a staff of 16+ persons in an urban congregation, serving a broad spectrum of needs in the community, securing numerous foundation grants for community ministries;
- Directed annual stewardship campaigns, supporting growth of annual budget from \$350,000 to \$1.2 Million;
- Developed strong and committed lay leaders and gave direction to a variety of ministry initiatives;
- Provided leadership in the development of the endowment fund from \$400,000 to \$3.5 Million;

- Gave leadership to two successful capital fund campaigns, raising \$1.3 Million and \$400,000 respectively;
- Trained a large and committed corps of Stephen Ministers;
- Participated in formation of Endowed Presbyterian Churches Network;
- Initiated the redevelopment of a large recreation and sports program, with broad community involvement, and worked to secure substantial grant funding for facilities and programs;
- Oversaw development of a new radio and television outreach ministry;
- Developed community ministries, including soup kitchen, emergency financial assistance program, health clinic, legal aid clinic, and a housing development corporation;
- Developed numerous overseas and local mission partnerships, including a partnership with Indianapolis Urban Young Life.

1971 – 1974: Pastoral Care and Supervisory Residency in Clinical Pastoral Education, Riverside Methodist Hospital, Columbus, OH (1 year), and Methodist Hospital of Indiana (2 years).

Publications:

- *Helping When It Hurts: A Practical Guide To Helping Relationships.* Augsburg-Fortress, 1985.
- “*Dietrich Bonhoeffer: A Vision and Voice For Our Times*” (Feature article published in The Saturday Evening Post, July/August, 1997.)

Recreational/ Leisure Activities:

- Cycling, hiking, reading, travel;
- Studies relating to theology, biology, astronomy, neuroscience, history, leadership, organizational development and economic globalization.

Douglas P. Clark, Ed.D.

IWU College of Adult & Professional Studies

1900 West 50th Street - Marion, IN 46952

e-mail: douglas.clark@indwes.edu

telephone: 765.677.1043

Academic Preparation

2006 Doctor of Education, *Educational Technology*

Graduate School of Education and Psychology, Pepperdine University

2000 Certificate of Advanced Study, *Early Childhood Administration*

National-Louis University

1996 Master of Arts, *Business*

Webster University

1982 Bachelor of Arts, *Biological Sciences*

Judson University

1982 Bachelor of Arts, *Physical Education*

North Park University

Higher Education Experience

Since September 2000

Since August 2008

Indiana Wesleyan University (IWU)

College of Adult & Professional Studies (CAPS):

Associate Vice President for Academic Administration & Operations, since March 2010

CAPS School of Education Leadership (SoEL):

Division Chair, Advanced Studies for Teacher Leaders, September 2009 – February 2010

Director, Graduate Education Electives/Kentucky Rank I programs, August 2008 – August 2009

Associate Vice President:

Serve as academic administrative coordinating officer for CAPS:

Supervise regional deans regarding the implementation of the CAPS academic programs delivered online and on campuses throughout Indiana, Ohio, and Kentucky

Supervise directors for academic resource distribution, faculty recruiting and development, academic administrative support staff, capital projects, new site development, and off-campus library services

Assist in academic planning efforts to capitalize on opportunities for new program development

Assist the vice president/dean in the creation and revision of CAPS academic policies

Act as the vice president/dean's designee on the Academic Affairs and Academic Appeals Committees

Oversee academic vendor contracts, articulation agreements, and other institutional covenants

Division Chair:

Assisted the associate dean for SoEL in design and implementation of plans for installing organizational

structure, policies, systems and procedures to institute a newly formed SoEL. Specific examples include:

- o Created a school-wide protocol for selecting full-time faculty
- o Devised a new school-wide process for curriculum development
- o Re-defined the IWU masters of education (M.Ed.) degree--once structured as 2 programs distinguished by instructional modalities (on-site/online)---into a single program with multiple delivery options
- o Established operational mechanisms to meld support staffs previously acting independently into a unified team serving all students and faculty associated with the M.Ed. program

Scholarly Interests and Areas of Professional Expertise

Academic administration, technology-mediated teaching and learning, adult education, visioning and strategic thinking, leadership practices, supporting excellence in higher education through faculty development

Division Chair, cont'd.

- Directed special projects and initiatives assigned by the associate dean for SoEL, among them:
 - o Cast vision to re-invent adult education and technology-mediated teaching and learning
 - o Identified strategies and recommending action plans to reach new markets and develop new graduate degree programs that address the academic interests of teacher leaders
 - o Analyzed the changing landscape of P-12 education to position IWU as a provider of choice for professional development and technical assistance to educators and schools throughout the Midwest
 - o Architected a \$4.3 million proposal to fund the creation of a P-12 school resource center at IWU
 - o Chaired the faculty search for director of SoEL's department of *Masters Studies for Teacher Leaders*
 - o Facilitated the work of the academic cabinet to draft position descriptions for SoEL support staff
 - o Collaborated with school, college, and university managers to resolve complex human resources issues

Program Director:

- o Played a leading role in efforts to re-establish IWU graduate education degree programs in Kentucky (as division chair, this work is proceeding)
- o Initiated plans to recast *Graduate Education Electives* as the department of *Continuing Studies for Teacher Leaders*

2000-2008

Associate Professor, National-Louis University (NLU), National College of Education (NCE) Director, Early Childhood Administration (ECA) degree program, 2003-2008

Acting Director, the Center for Online Learning, 2005-2006

Program Director:

- Oversaw curriculum planning, budget management, instructional staffing, student care, compliance with standards and continual development of the ECA degree program

- Pioneered the first online degree program offered at NLU by instituting a cohort model of the ECA program to expand its geographical reach beyond local sites to a national audience served via Web-based learning
 - Taught graduate courses in supervision and staff development, financial management, marketing, design of learning environments, grant writing, and personal leadership
 - Designed 8 courses delivered online via WebCT/Blackboard course management system
 - Coordinated work of faculty, instructional designers and academic computing team to build online courses
 - Recruited and assigned program faculty, and provided orientation and mentoring to equip them for teaching online
 - Served on university, college, and department level teams engaged in program assessment and accreditation reviews
 - Collaborated with university enrollment and marketing departments to promote the ECA program in print, on the Internet, at professional conferences and on-campus events, and in response to direct inquiries from individuals
- Acting Director, the Center for Online Learning:
- Advised the provost's office on strategic and operational issues related to online education
 - Served as resident expert on online learning to the university academic cabinet, strategic planning group, assessment committee, university support committee, and several ad hoc work groups
 - Led a visioning process that brought together units previously functioning in isolation across the university: 3 colleges, the library, the offices of information technology, marketing, admissions, and other student support services
 - Recommended a re-conceptualization of the Center's charter and structure from its original form as a special interest group for early adopters into a formally recognized office of academic outreach established in keeping with an emerging institutional vision and set of strategic goals
 - Authored regular articles about online teaching and learning for the quarterly newsletter distributed to the university community

Faculty Service to National-Louis University

2007-2008 Elected representative, NCE faculty senate academic technology committee
 2006-2007 Department representative, NCE strategic planning group
 2006-2008 Dean's appointee, NLU Center for Online Learning advisory committee
 2006-2007 Elected member, NCE technology committee
 2005-2008 Elected member, NLU Web oversight committee
 2005-2008 Member, department programs assessment team
 2004-2006 Member, department faculty search committee
 2004-2005 Appointee, NLU provost's marketing action team
 2003-2004 Member, NLU information technology strategic planning team
 2003-2004 Faculty senate delegate, university technology council
 2003-2004 Project team member, North Central Association review of online programs
 2003-2004 Member, assessment task force, NCATE accreditation review
 2001-2008 Research associate, McCormick-Tribune Center for Early Childhood Leadership
 2000-2008 Editor, *The Director's Link* quarterly newsletter of the McCormick-Tribune Center for Early Childhood Leadership

Previous Employment

Meadows Child Center (MCC), 1992-2000

Executive Director

MCC was a Christian outreach ministry operating as a nationally-accredited early childhood education program. The center employed over 25 professionals and served approximately 200 families.

- Supervised all operational aspects: staffing, year-round programming, technology, facilities, food service, budget, marketing, public funding, and compliance with state and local regulations
 - Successfully completed 2 national program re-accreditation cycles
 - Professionalized staff and operations to preserve the program's standing as a fondly regarded care-giving ministry while transforming it into an excellent educational center with effective community outreach
 - Spearheaded a major facilities expansion which included the complete renovation of indoor and outdoor learning spaces, commercial kitchen, and administrative offices: Acted for the board of directors as liaison to the project architect, general contractor, and local building officials
 - Implemented a technology acquisition plan to create classroom computing centers, integrate teacher workstations, automate office operations, and establish intranet and Internet connectivity
- Clark-Winans, Inc. (CW), 1986-1992

Managing Partner & Principal Consultant (last position held)

- CW was a human resources consulting firm that offered workforce planning, executive search, and outplacement counseling services to businesses and organizations in Chicago and the Midwest. These clients represented a broad cross-section of the regional business community and service sector. I began as a senior consultant and built a book of business with clients such as Rand McNally, Keebler, Clorox, Ameritech, United Airlines, Blue Cross & Blue Shield, and Judson University. I was later promoted to principal consultant and managing partner, where I also supervised the office staff and was responsible for the overall administrative operation of the firm.
- Fellowship of Christian Athletes (FCA), 1981-1985

Area Director – Greater Chicago Field Office (last position held)

- FCA is a national Christian ministry organization reaching out to students, athletes and coaches in local schools, on college campuses, and in professional sports. I joined the Chicago staff as a field associate and later was promoted to area director. As director, I was responsible for supervising the Chicago office operation and working with national headquarters executives and the local advisory board on strategic planning and ministry expansion initiatives.

Selected Conference Presentations

2009 *What does Web 2.0 have to do with learning?*, with J. Mangieri and J. Woodbridge. Midwest Scholars Conference, Indianapolis, IN

2008 *Making the most of connections with family, friend and neighbor caregivers.* US Child Care Bureau State and Territory Administrators Meeting, Washington, DC

2008 *Meaningful instruction: Using an apprenticeship model to maximize online learning.* National Institute for Early Childhood Professional Development,

New Orleans, LA

2008 *Achieving excellence in online teacher education & professional development: A showcase of higher education innovations & opportunities*, with C. Donohue, P. Bloom, S. Fox, and L. Holstrom. Spotlight session for the National Institute for Early Childhood Professional Development, New Orleans, LA

2007 *Home child care providers' use of information resources for early childhood education*. Poster session at the American Educational Research Association Annual Conference, Chicago, IL

2006 *Upholding standards for professional preparation through online instruction*, with K. Sheridan and L. Curda. NAEYC Annual Conference, Atlanta, GA

2006 *Connecting family, friend & neighbor caregivers with early learning standards: The case in Illinois*, with V. Krajec and D. Ramsburg. National Institute for Early Childhood Professional Development, San Antonio, TX

2006 *Supporting family, friend, and neighbor care*. Panel presentation at the Child Care Policy Research Consortium annual conference, Silver Spring, MD

2004 *Constructivism in online instruction: Making it happen*. International Society for Technology in Education (ISTE) conference, New Orleans, LA

2003 *Beyond the keyboard: Creating authentic learning experiences in a virtual world*, with P. Anderson. Teaching Online in Higher Education Annual Conference, online

2001 *Delivering professional development online: Is it really an option?*. NAEYC Annual Conference, Anaheim, CA

Recent Publications

Helm, J. and Clark, D. (2008). Breaking new ground: The evolution of the community school concept in one city. In M. Cornish (Ed.), *Promising practices for partnering with families in the early years*

(pp. 125-145). Charlotte, NC: Information Age Publishing.

Clark, D. (2007). Exploring the potential of online technology as a tool for informing the practice of license-exempt child care providers. *E-learning*, 4(1), 24-39.

Clark, D. (2007). Making the most of connections: Illinois license-exempt child care providers' use of information about early childhood education and care. *Dissertation Abstracts International*, 67,

10A (UMI No. 3238903).

Clark, D., and Bloom, P. (2007). Early childhood administration. In R. New & M. Cochran (Eds.), *Early childhood education: An international encyclopedia*. Westport, CT: Praeger Publishers.

Clark, D. (2006, Fall). Making the most of connections to support license-exempt child care providers. *Research Notes*. Wheeling, IL: McCormick-Tribune Center for Early Childhood Leadership,

Clark, D. (2004). *A long-awaited conversation: Dialogue to bridge the high-tech/high-touch gap in early childhood workforce preparation and professional development*. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families.

Clark, D., and Donohue, C. (2004, November/December). Learning online: The places you'll go!. *Exchange*, 160, 49-54.

Consulting/Training/Workshops

2007-_____2008 Co-principal designer, *Aim4Excellence* national online credentialing initiative for early childhood program administrators
 2005-2006 Advisor, US Office of Head Start federal strategic planning initiative to increase Head Start teachers' attainment of 4-year degrees via online education
 2005-2008 Tutorial presenter, faculty/student orientation to *LiveText* electronic portfolios
 2005 *Learning Links* online teaching faculty development workshop, Center for Talent Development at Northwestern University
 2005 Trainer, *Technology for Child Care Directors*, Indiana Early Childhood Alliance
 2003-2004 Consultant to US Department of Human Services, Child Care Bureau on increasing the professional development of the national early childhood workforce through distance learning
 2000-2007 Microsoft Office® training workshops: multiple sessions and sites for the McCormick Tribune Center for Early Childhood Leadership
 2000-2003 Tutorial presenter, online student orientation seminars, NLU

Transforming Professional Growth Experiences

- From 2004-2006, conducted a statewide study to better understand the potential of Internet technology as a tool for connecting Illinois license-exempt child care providers with resources to inform their care giving practices. This project was selected as one of 4 national awards for \$50,000 federal funding via the Child Care Bureau Research Scholars grant initiative. Study outcomes suggest the positive impact of close connections between these informal child care providers and local schools. Furthermore, this study examined providers' current levels of access to computers and Internet connections along with their perceptions about the degree to which the Internet has a role in their daily routines and activities. This study was carried out with assistance from the Illinois Department of Human Services and the Illinois State Board of Education. Findings were presented at the Child Care Policy Research Consortium in April 2006, the National Institute for Early Childhood Professional Development in June 2006, the National Association for the Education of Young Children Annual Conference in November 2006, the American Educational Research Association (AERA) Annual Conference in April 2007, and an article published in the refereed journal *E-Learning*. This research was also featured in a chapter in the 2008 installment in a series of monographs by the *Family, School, Community Partnership* special interest group of AERA.
- In 2003-2004, completed year-long consultancy with the Child Care Bureau of the Administration for Children and Families in Washington, DC. With guidance and resources from the Bureau, convened and facilitated an invitational forum in Chicago around the theme *A Long-Awaited Conversation: Dialogue to Bridge the High-Tech/High-Touch Gap in Early Childhood Workforce Preparation and Professional Development*. This meeting engaged a diverse group of practitioners involved with online education as a means for delivering technical assistance, academic coursework and professional development across all sectors of the early childhood workforce. As a result, grassroots initiatives led by several of the participants emerged: among them the formation of a national special interest group dedicated to issues surrounding technology-mediated professional development for early childhood practitioners.
- From 2002-2004, completed doctoral coursework in educational technology at Pepperdine University. Participated in 10 face-to-face residency sessions held at the Pepperdine campuses in Los Angeles and London, England; at Harvard University and Massachusetts Institute of Technology near Boston; with education policy influencers in Washington, D.C.; and in the UK

at University of Cambridge and University of Oxford. These experiences sparked an ongoing discourse among fellow cadre members and my own faculty colleagues which transformed my conceptions about effective online teaching, in particular those aspects related to the influence of social context on knowledge creation. As a result, I improvised an instructional approach which treats the online course site as a dynamic social context for learning. This new model broke from its “static” predecessor that merely posted course content via the Internet. It inspires deep learning by introducing students to ways of thinking within a specific discipline and providing situated learning experiences, by engaging students in real problems, and by prompting reflective practice.

Dr. Brad E. Oliver

Address: Indiana Wesleyan University
School of Educational Leadership
1900 W. 50th St.
Marion, IN 47963
Telephone: 765-677-1536 (office)
765-717-0996 (cell)
Internet: brad.oliver@indwes.edu

Current Position

Associate Dean, School of Educational Leadership
College of Adult and Professional Studies
Indiana Wesleyan University
Marion, Indiana

Academic Background

Degrees:

Ed. D., Educational Leadership and Supervision (May 2003)
Ball State University, Muncie, Indiana

Cognate: Curriculum Studies

Dissertation: “Measuring Stages of Teacher Concern About Instructional Technology:
A Descriptive Study of Select Indiana Elementary Teachers’ Attitudes and Beliefs”

Ed. S., Educational Leadership and Supervision (December 2001)
Ball State University, Muncie, Indiana

M.A.E., Educational Leadership and Supervision (July 1997)
Ball State University, Muncie, Indiana

B.A., Elementary Education (December 1992)
Marshall University, Huntington, West Virginia

Curriculum Vita Of Post-Graduate Study

July 2007, Certificate of Participation

Darden/Curry Partnership for Leaders in Education

In my capacity as Director of Professional Services for the Muncie Community Schools, I was selected by the Wallace Foundation to complete a two-year course of study at the University of Virginia that was co-sponsored by the Curry School of Education and the Darden School of Business. The Darden/Curry Partnership for Leaders in Education seeks to train superintendent leadership teams and school board members in innovative solutions for improving schools by merging best practices from business and education. Two examples of these best practices include the use of balanced scorecards to monitor goal progress and the use of project management tools for managing large change innovations within a school system.

Certifications

Professional Teacher’s License: General Elementary, 1-6, 7/8 Non-Departmental

Expires: April 28, 2009 (#668286)
Standard Elementary Administration and Supervision License: Rules 46-47 Original
Elementary Administration and Supervision
Expires: April 20, 2014 (#901640)
Standard Administration and Supervision License: Rules 46-47 Professional
Superintendent
Expires: February 22, 2017 (#971651)

Professional Work Experience

Present Associate Dean, School of Educational Leadership

Indiana Wesleyan University
Marion, Indiana

2008-2009 Director, Master of Education Program

Indiana Wesleyan University
Marion, Indiana

Significant Accomplishments:

☞ *Led significant revisions to Master of Education curriculum, including the development of revised program gateways, program assessment system alignment to new Unit Assessment System, and faculty development initiatives.*

☞ *Authored educator preparation submission document on behalf of Indiana Wesleyan University and as submitted to the Kentucky Education Professional Standards Board.*

☞ *Institutionalized new program structures and processes to improve program efficiency and efficacy with regard to meeting the needs of adult learners enrolled in the M.Ed. program. Most of these can be documented in the 2008-2009 CAPS Bulletin.*

2003-2008 Adjunct Faculty, Masters of Education Program

Indiana Wesleyan University, Marion, Indiana

Significant Accomplishments:

☞ *Taught courses on curriculum design and development that utilize Wiggins & McTighe's "Understanding by Design" Model for getting curriculum taught and learned.*

☞ *Taught courses on educational leadership that examine such issues as leadership styles, organizational theory, organizational culture and educational change.*

☞ *Taught additional courses on educational psychology, assessment for learning, and instructional theory.*

2004-2008 Director of Professional Services, Muncie Community Schools

Muncie, Indiana

Significant Accomplishments:

☞ *Authored several competitive and non-competitive federal, state,*

and private grants increasing external fund resources available to the school district to over 10 million dollars annually.

☞ *Developed a district template for combining state and federal accountability requirements associated with the development of site-based school improvement plans.*

☞ *Designed a comprehensive professional development program for the district that provides year-round training opportunities for administrators, teachers, and support staff. The program is recognized by the Division of Professional Standards at the Indiana Department of Education for the purpose of administering certification renewal units for teacher licensure.*

☞ *Provided district leadership under NCLB 2001 as both the Local Education Agency (LEA) Improvement Committee Chairperson and as the Instructional Leadership Team Chairperson for a Title I Elementary School currently undergoing mandatory restructuring.*

☞ *Instituted curriculum calendars (mapping) and common formative assessments across the district to address deficiencies with respect to systematic instruction.*

☞ *Created and implemented a two-year teacher induction program for teachers new to the Muncie Community Schools.*

☞ *Serve as a member of the State Title I Committee of Practitioners for the purpose of advising the Indiana Department of Education on LEA efforts to successfully implement federal accountability initiatives.*

2006-2008 Adjunct Faculty, Masters of Education Program

Anderson University, Anderson, Indiana

Significant Accomplishments:

☞ *Developed courses (including course syllabi) for NCATE approval as part of a new Masters of Education program for teachers. Courses have included Action Research for the School Leader and School Facilities and Finance.*

☞ *Taught courses on action research, school facilities & finance, and school law.*

2004 – 2002 Assistant Superintendent, Twin Lakes School Corporation Monticello, Indiana

Significant Accomplishments:

☞ *Oversaw the implementation of curriculum mapping and common formative assessments through the use of the Northwest Evaluation Association Measure of Academic Progress (NWEA MAP).*

☞ *Developed a standards-based grade card system for use in grades K-5. The Twin Lakes School Corporation still utilizes this form of*

nine-weeks grade reporting.

☞ *Managed the installation and implementation of wireless microlink towers associated with an upgrade of the district's telephone system that features IP telephony.*

☞ *Acquired and implemented bus transportation software to improve transportation routing issues and to improve the ability of the district to study student demographic patterns.*

☞ *Contributed to preparation of annual budgets, including capital projects funds, transportation fund, and bus replacement fund.*

☞ *Managed over two million dollars in federal, state, and private grants and successfully authored three federal competitive grants that provided more than \$900,000 for three of the district's elementary schools as part of the federal Reading Excellence Act.*

☞ *Developed a data warehouse tool utilizing Filemaker Pro to allow for district disaggregating of academic achievement data as well as data warehousing and mining.*

☞ *Assisted with the facility design and renovation of new athletic facilities at Twin Lakes High School.*

2002 – 1999 Principal, Twin Lakes School Corporation, Monticello, Indiana
Oaklawn Elementary School, K-5

Significant Accomplishments:

☞ *Provided instructional leadership to a rural school of 350 students, K-5, that demonstrated significant academic improvement in English/Language Arts and Mathematics over a three-year period.*

☞ *Created a very successful Parent/Teacher Organization. At the end of my three year tenure as principal, the Oaklawn PTO had an annual budget of over \$25,000 and had created a Teacher Mini-Grant program funding over \$18,000 in classroom projects annually.*

☞ *Managed facility renovations at Oaklawn Elementary School that totaled more than \$500,000 to renovate existing restrooms, playground ground equipment, and complete major upgrades to HVAC systems and external wall surfaces.*

☞ *Successfully led the transition from Indiana's former accreditation process to the state's new accountability system (PL 221- 1999) that measures school improvement by examining cohort student populations over time. Developed the first PL 221 school improvement plan that was later utilized as a template for the other schools in the district.*

1999 – 1994 Teacher, Noblesville School Corporation, Noblesville, IN
5th Grade, Noblesville Intermediate School
5th Grade, Stony Creek Elementary

Significant Accomplishments:

☞ *Served on a school steering committee that successfully completed the requirements associated with obtaining North Central Accreditation (NCA).*

☞ *Provided leadership to the school's English/Language Arts Committee that won the Indiana State Reading Association's Reading Award in 1995.*

☞ *Served on numerous curriculum and textbook adoption committees.*

Leadership and Professional Organization Experience

2009 – 2006 Member, Bridge Community Church Leadership Council

2009 – 2007 Guest Lecturer, Darden/Curry School Partnership, Univ. of Virginia

2009 – 2003 Institutional Member, Ind. Assoc. of Public School Superintendents

2009 – 2004 Member, National Staff Development Council

2009 – 2004 Member, Indiana Staff Development Council

2009 – 1999 Member, Association for Supervision and Curriculum Development

2008 – 2003 Kiwanis Club, President-Elect (2008), Vice-President (2007)

2008 – 2005 Member, Ind. Dept. of Ed. Title I Committee of Practitioners

2008 – 2005 Vice-Chairperson, Republican Precinct #47, Muncie, IN

2008 – 2001 North Central Accreditation, Peer Review Team Chairperson

2006 – 2004 Board Member, Christian Student Foundation, Muncie, IN

2006 – 2005 Deacon, University Christian Church, Muncie, IN

2006 – 2004 Martin Luther King, Jr. Institute, Board Member, Muncie, IN

2003 – 1999 Member, Indiana Association of School Principals

2003 – 2001 Monticello Library Board, President, Monticello, IN

2003 – 2001 White County Drug Free Task Force Member, Monticello, IN

2003 – 2001 Broad Based Advisory Council Chairperson, Monticello, IN

2003 – 1999 Member, Phi Delta Kappa, Ball State University Chapter, Muncie, IN

2001 – 1999 Chairperson, Twin Lakes PTO Kids Fund, Monticello, IN

2001 – 2000 Superintendent's Intern, Twin Lakes School Corp., Monticello, IN

2001 – 2000 White County Strategic Plan Committee, Monticello, IN

2001 – 1999 Boy's Basketball Coach, Twin Lakes Little Indians, Monticello, IN

2001 – 1998 Sponsor, IACE Math Bowl Competition

2001 – 1998 Sponsor, IACE Spell Bowl Competition

1997 Graduate Assistant, Curriculum Studies, Ball State University

Honors & Citations

2009 – 2007 Guest Lecturer, Exec. Leadership Program, University of Virginia

2008 – 2006 Program Completer, Exec. Leadership Program, University of Virginia

2007 Recipient, Who's Who Among American School Administrators

2006 Recipient, Who's Who Among American Educators

2006 Graduate, Community Leadership Academy of Muncie & Delaware Co.

2004 – 1998 Jr. Division Chair, Mid-Western Educational Research Association

2003 Nominee, Distinguished Dissertation Award, Ball State University
1997 Recipient, National Instructional Web Site of the Year,
PBS Adult Learning Services & National Telecommunications Council
1997 Recipient, Dean's Citation for Academic Excellence,
Ball State University

Presentations

Oliver, B.E. (June 2008). "Navigating Accountability: What Charter Schools Need to Know About NCLB 2001 & PL 221." A presentation made at the Indiana Charter School Summer Institute hosted by Ball State University. Indianapolis, IN.

Oliver, B.E. (June 2008). "Managing District Curriculum through Project Management Oversight Committees." A presentation made at the 6th Annual Delaware Policy & Practice Institute. Dover, DE.

Oliver, B.E. (May 2008). "Using Balanced Scorecard and Project Management Processes to Improve Schools." A presentation made at the 2008 Executive Leadership Program hosted by the Darden/Curry Partnership for Education, University of Virginia.

Oliver, B.E. (September 2007). "A Successful School Reform: One School's Restructuring Story." A presentation made at the 2007 Council of Chief State School Officers Data Conference. St. Louis, MO.

Oliver, B.E. (July 2007). "Utilization of the Balanced Scorecard/Project Management Oversight Process: Lessons Learned in Year One Implementation." A presentation made at the 2007 Executive Leadership Program hosted by the Darden/Curry Partnership for Education, University of Virginia.

Oliver, B. E. (June 2007). "The Changing Landscape of Title I: A LEA and SEA Perspective." A presentation at the 2007 Indiana Urban Schools Association Annual Meeting. Indiana Historical Society. Indianapolis, Indiana.

Oliver, B. E. (June 2006). "Creating Professional Learning Communities that Work." A presentation made at the 2006 Indiana Urban Schools Association Annual Meeting. Indiana Historical Society. Indianapolis, Indiana.

Oliver, B. E. (May 2006). "Creating Effective Extended Day Learning Programs" A presentation made at the Indiana Student Achievement Institute sponsored by the Indiana Department of Education. Indianapolis, IN.

Oliver, B. E. (June 2003). "Standards Based Instructional Mapping." A presentation at the 2003 Twin Lakes' Summer Academy Program. Monticello, Indiana.

Oliver, B. E. (June 2003). "Map the Learning: Designing Highly Effective Curriculum Maps." A presentation of the 2003 Twin Lakes' Summer Academy Program. Monticello, Indiana.

Oliver, B. E. (October 2002). "Staying Afloat in a Sea of Change." A presentation at the Annual Meeting of the Indiana School Boards Association. Indianapolis, Indiana.

Oliver, B. E. (July 2001). "Digital Diversity: Improving Student Learning Through Differentiated Instruction." A presentation at than annual meeting of IndianaNEXT. Indianapolis, Indiana.

Oliver, B. E. (October 1998). "Technological Stumbling Blocks for Schools: Readiness, Revenue, and Integration." A paper presented at the Annual Meeting of the Mid-Western Educational Research Association. Chicago, Illinois.

Oliver, B. E. (August 1998). "Creating Brain-Friendly Classrooms." An inservice

presentation for the faculty/staff of Noblesville Schools. Noblesville, Indiana.

Oliver, B.E. (March 1998). "Portfolio Assessment: Practical Strategies for the Classroom." A presentation at the Indiana State Reading Association Conference. Indianapolis, Indiana.

Oliver, B. E. (October 1996). "Establishing Curriculum through Effective Public Relations." A round table presentation at the Annual Meeting of the Mid-Western Educational Research Association. Chicago, Illinois.

Oliver, B. E. (October 1996). "Community Relationships: The Key to School Success." A poster presentation at the Annual Meeting of the Mid-Western Educational Research Association. Chicago, Illinois.

Publications

Oliver, B. E. (2003). *Measuring Stages of Teacher Concern About Instructional Technology: A Descriptive Study of Select Indiana Elementary Teachers' Attitudes and Beliefs*. Library of Congress.

Oliver, B. E. (1998). *Enhancing elementary curricula through Internet technology*. Mid-Western Educational Researcher, 11 (4). ED413-862.

Oliver, B. E. (1998). [co-author]. *Enhancing classroom interaction in distance education utilizing the World Wide Web*. Mid-Western Educational Researcher, 11 (4). ED413-817.

Oliver, B. E. (1998). [co-author]. *Future proofing faculty: The struggle to create technical life –long learners*. Mid-Western Educational Researcher, 11 (4). ED413-814.

Oliver, B. E. (1998). [co-author]. *Observation of instruction via distance learning: The need for a new evaluation paradigm*. Mid-Western Educational Researcher, 11 (4). ED413-815.

Oliver, B. E. (1998). [co-author]. *Student perspectives: Responses to Internet opportunities in a distance learning environment*. Mid-Western Educational Researcher, 11 (4). ED413-816.

Oliver, B. E. (1998). *Journey with children*. A book review for educational HORIZONS, 76 (4).

Oliver, B. E. (1996). *Establishing curriculum through effective public relations*. Washington, D. C.: Eric Digest. ED403-648.

Oliver, B. E. (1996). *Community relationships: The keys to school success*. [An interview with 1996 National Teacher of the Year, Elaine Griffin]. Washington, D.C.: Eric Digest. ED405-311.

Grants

Oliver, B.E. (2007). **George and Frances Ball Foundation - \$30,000**. A competitive grant to support an after-school academic program for children in grades K-3 that attend an urban, inner-city school.

Oliver, B.E. (2007). **Kitselman Foundation - \$30,000**. A competitive grant to support an after-school academic program for children in grades K-3 that attend an urban, inner-city school.

Oliver, B. E. (2006). **Eli Lilly Community Development Grant - \$250,000**. A competitive private foundation grant that was written for the Community Foundation of Muncie and Delaware County. The grant allowed the Community Foundation to secure

the services of a full-time resource development officer in Muncie, Indiana.

Oliver, B. E. (2006). **Calvin Institute for Worship - \$12,000.** A competitive private foundation grant that was written for the Ball State University Christian Student Foundation to fund a worship project involving Ball State University students during the 2006-2007 academic year.

Oliver, B. E. (2006). **Title II, Part B Improving Teacher Quality Grant - \$286,000.** A competitive federal education initiative regulated by the Indiana Department of Education. This three year grant sponsors a partnership between Muncie Community Schools and Ball State University to provide teacher training in the area of algebra readiness. The grant will conclude in June 2009.

Oliver, B. E. (2003). **Reading First Grant - \$181,889.** A competitive federal grant targeted toward the development of a comprehensive K-3 reading program at Oaklawn Elementary School, Twin Lakes School Corporation, Monticello, Indiana.

Oliver, B. E. (2003). **Indiana Reading Excellence - \$276,516.** A competitive federal grant targeted toward the development of a comprehensive K-3 reading program at Eastlawn Elementary School, Twin Lakes School Corporation, Monticello, Indiana.

Oliver, B. E. (2003). **Indiana Reading Excellence - \$307,220.** A competitive federal grant targeted toward the development of a comprehensive K-3 reading program at Woodlawn Elementary School, Twin Lakes School Corporation, Monticello, Indiana.

Oliver, B. E. (2003). **Indiana Reading Excellence - \$327,060.** A competitive federal grant targeted toward the development of a comprehensive K-3 reading program at Meadowlawn Elementary School, Twin Lakes School Corporation, Monticello, Indiana.

Steve Bonchek

Steve is a founder of Harmony School. He has served as a director of Harmony School since its founding in 1974. He has been serving as Executive Director of Harmony Education Center since its founding in 1990.

Steve's wife Barb also helped to start Harmony and has continued to work here ever since. Steve and Barb's daughter, Fern, graduated from Harmony in 1993 and in 2000 started her own non-profit organization in Bloomington, People and Animal Learning Services (PALS, <http://www.palstherapy.org>), a therapeutic riding program. Steve, Barb and Fern, along with several other Harmony students, started Rhino's Youth Center in 1990. From 1974 to 1979, he also taught Social Studies at Harmony's high school.

Steve grew up in Cleveland, Ohio and graduated from Shaker Heights High School in 1967. In 1971 Steve received his B.A. in the Independent Learning Program with a concentration on History and Creative Writing. In 1978 he received his Masters in Alternative Education from Indiana University. His experience as one of the first graduates of Indiana University's Independent Learning Program contributed greatly to his ideas for Harmony School.

In 1978, he was appointed by Governor Otis Bowen to a Managing Council for State-Wide Job Training Programs. From 1980-82, he served as Chairperson of the Youth Subcommittee for the Council. From 1988 to 1991, he sat on the National Board of the National Coalition for Alternative Community Schools from 1989-91 he served as Treasurer. In 1989 Steve Bonchek was an original member of the Community Alliance for Lifelong Learning, a Bloomington Chamber of Commerce initiative that brings together leaders from business, education and government, and remained a member until 2000. In 1991, Governor Evan Bayh appointed Steve to the Indiana 2000 steering committee. In 1995 Steve was one of the founders of the National Center for Independent School Renewal.

Debbie Meier

Deborah W. Meier is currently on the faculty of New York University's Steinhardt School of Education, as senior scholar and adjunct professor as well as Board member and director of New Ventures at Mission Hill, director and advisor to Forum for Democracy and Education, and on the Board of The Coalition of Essential Schools. Debbie serves as Director of New Initiatives for Harmony Education Center's National School Reform Faculty.

Meier has spent more than four decades working in public education as a teacher, writer and public advocate. She began her teaching career as a kindergarten and headstart teacher in Chicago, Philadelphia and New York City schools. She was the founder and teacher-director of a network of highly successful public elementary schools in East Harlem. In 1985 she founded Central Park East Secondary School, a New York City public high school in which more than 90% of the entering students went on to college, mostly to 4-year schools. During this period she founded a local Coalition center, which networked approximately fifty small Coalition-style K-12 schools in the city.

Between 1992-96 she also served as co-director of a project (Coalition Campus Project) that successfully redesigned the reform of two large failing city high schools, and created a dozen new small Coalition schools. She was an advisor to New York City's Annenberg Challenge and Senior Fellow at the Annenberg Institute at Brown University from 1995-1997.

From 1997 to 2005 she was the founder and principal of the Mission Hill School a K-8 Boston Public Pilot school serving 180 children in the Roxbury community.

The schools she has helped create serve predominantly low-income African-American and Latino students, and include a typical range of students in terms of academic skills, special needs, etc. There are no entrance requirements. These schools are considered exemplars of reform nationally and affiliates of the national Coalition of Essential Schools founded by Dr. Ted Sizer and currently led by Lewis Cohen.

A learning theorist, she encourages new approaches that enhance democracy and equity in public education. Meier is on the editorial board of Dissent magazine, The Nation and the Harvard Education Letter. She is a Board member of the Educational Alliance, the Association of Union Democracy, Educators for Social Responsibility, the Panasonic Foundation, and a founding member of the National Board of Professional Teaching Standards, the North Dakota Study Group on Evaluation and the Forum for Democracy and Education, among others.

Meier was born April 6, 1931 in New York City; she attended Antioch College (1949-51) and received an MA in History from the University of Chicago (1955). She has received honorary degrees from Bank Street College of Education, Brown, Bard, Clark, Teachers College of Columbia University, Dartmouth, Harvard, Hebrew Union College, Hofstra, The New School,

Lesley College, SUNY Albany, UMASS Lowell, and Yale. She was a recipient of the prestigious MacArthur Fellowship in 1987.

Her books, *The Power of Their Ideas, Lessons to America from a Small School in Harlem* (1995), *Will Standards Save Public Education* (2000), *In Schools We Trust* (2002), *Keeping School*, with Ted and Nancy Sizer (2004) and *Many Children Left Behind* (2004) are all published by Beacon Press.

Michele Mattoon

Michele has taught at Harmony School for over 25 years. She has been an NSRF National Facilitator for 6 years and has worked extensively in East Chicago, Indiana, Indianapolis, for Indiana University, and in North Carolina. Michele currently serves as NSRF's Training Coordinator. Michele has a special interest in Conflict Resolution strategies.

Michael A. Evans
President & CEO
CHORUS, Inc.

Mike is the founder of CHORUS® the developers of the Hallmarks of Excellence® in Educational Leadership. He has been a strategic advisor to senior leaders in education, business, non-profit and government organizations throughout the country. Recognized twice as a finalist for Entrepreneur of the Year®, Mike is an experienced leader in creating platforms for growth by optimizing human capital and aligning leadership to a disciplined strategy. His passion and proven track record leveraging leadership best practices to promote excellence in school systems in North America through his work with the Hallmarks® has gained national attention. He has served as a principal, board member or strategic advisor to executive leaders, teams and boards of mid-market, emerging and Fortune 500 companies including four Inc. 500 fast growth companies.

JASON STOUGHTON

As an advisor, executive team builder and coach for high growth, venture backed companies, Jason Stoughton has been a leader in developing and implementing leadership programs for the past 13 years. His experience spans initial executive team and board build-outs as well as distressed turnarounds. In early 2004 Mr. Stoughton created CareerFYI.com. Since that time it has grown into one of the leading affiliate networks of executive and leadership consultants in the country. This network has advised companies in every geographical location and has included global 100 companies as well as smaller firms. In addition, CareerFYI.com consultants work with individual executives as they seek to successfully lead their organization.

HARVARD INFORMATION SERVICES

Harvard Information Services [HIS] was created in 1987. HIS provides market research and marketing strategies to communities, educational institutions, government agencies and private businesses. HIS offers a comprehensive market research laboratory. There sole purpose is to find solutions and alternatives based upon analysis performed from the extensive use of both primary and secondary research. There research is performed through a variety of services such as the utilization of Executive Leadership Audits, Public Opinion Research, Focus Groups and Community Profiles. After reviewing results and conducting the analysis, they design customized optional marketing strategies based on the results of the quantifiable variables.

HIS has conducted over 200 Public Opinion Surveys for local school corporations throughout the country, universities, and State Boards of Education. In addition, Harvard Information Services has conducted over 100 public opinion surveys for social organizations, local government agencies, and foundations.

HIS has performed over 150 Executive Leadership Audits of communities for local school corporations, universities, social organizations, local government agencies and foundations.

HIS has performed over 100 Focus Groups of communities for local school corporations, universities, social organizations, local government agencies and foundations.

HIS has conducted over 250 local community profiles for school corporations, post secondary institutions, corporate and social organizations, local government agencies and foundations. In addition, Harvard Information Services has performed public school enrollment projections for numerous public school corporations throughout the United States while assisting them with their Strategic Plans.

Corporate Capability

Community Visions has significant experience in bringing together expert teams to assess and remedy non-succeeding education projects. The management team at Community Visions works in collaboration with experts to achieve cohering and consistency in the turnaround effort.

Community Visions has worked in partnership with community organizations, businesses, universities and school corporations around the State of Indiana to identify and assist in the development of a plan that would improve local public schools. We identify and work with leaders in local communities who are committed to turning around the low academic achievements of their resident public education institutions. Community Visions works with businesses, educational institutions, non-profit organizations and charitable foundations to achieve these goals. We consistently provide local leaders the knowledge and tools they need to transform their schools into places of academic achievement. From experience, we have found that the only way to empower consistent and meaningful change in local public schools over an extended period of time is if the entire community is involved and has been engaged in to the effort.

References

Eli Lilly Company, Indianapolis, IN - Community Visions provided local public opinion survey and market research services. Contact Person: Mitch Daniels (317) 232-7988.

C.L.A.S.S., Indianapolis, IN – Community Visions provided market research, data analysis and data interpretation services. Contact Person: Dave Shane (317) 237-2279.

Lumina Foundation, Indianapolis, IN – Community Visions provided a national review of Community Learning Centers “best practices” for the Lumina Foundation and Purdue University Foundation. Contact Person: John Mutz (317) 849-2677

Other Relevant Information

Community Visions, Inc. has received the following endorsements and support from the following organizations: Harmony Education Center, Indiana Wesleyan University, CHORUS, Inc. and Career FYI.

Harmony Education Center has over 20 years of coaching for school improvement. Harmony has undertaken Title I School Improvement work in over 25 Indiana school districts. Harmony also serves as the Regional Center for the Coalition of Essential Schools (CES), an INDOE recognized School Improvement model. However, Harmony's largest coaching division is The National School Reform Faculty (NSRF) and our most recent work in Indiana has been through our NSRF division.

NSRF was founded in 1995 at the Annenberg Institute for School Reform within Brown University and moved to the Harmony Education Center (HEC) in 2000. NSRF uses a proprietary form of professional development to create democratic professional learning communities. NSRF stresses reflection, critical friendship, facilitative leadership, and equity in our work with students, parents, teachers, administrators, and other community leaders. Over the last 15 years, we have trained more than 263 national facilitators who are qualified to lead five-day seminars in which participants learn to become Critical Friends Group (CFG) coaches. All of these coaches are familiar with the use of NSRF protocols, tools, texts, research, and other artifacts that continuously rededicate teachers and administrators to the school reform and improvement strategies chosen by the local community. Some of these 9,108 coaches have undertaken a two-year process to become national facilitators themselves. These coaches convene CFGs monthly in which 100,000 participants share their work as professionals and the work of their students with their peers for feedback through the lens of equitable outcomes for every student. NSRF delivers these services through 31 regional centers of activity in 20 states, including the Indiana Center.

NSRF worked on the Indianapolis (IPS) Small School Transformation Initiative through our collaboration with the Bill and Melinda Gates Foundation. From this IPS small high school initiative, as well as from our CES and Title I work, our coaches, facilitators and staff have had extensive experience with leadership in the turnaround, conversion and start-up process. The lessons we have learned from these many years of experience is to center our processes on adult learning in the service of student achievement. The superintendent's and principal's offices can be sources of inspiration and support as well as force to remove obstacles to the change process. Without the support of these leaders, changes tend to remain superficial and often lack the momentum required to maintain gains over time. NSRF can bring these leverage skills to the leaders chosen for the Turnaround Leadership Academy.

Harmony key personnel for this Indiana Turnaround project are Steve Bonchek, Debbie Meier, and Michele Mattoon.



March 24, 2010

Country Consultants
2680 E. Main Street Suite #331
Plainfield, Indiana 46168
Attn: Linda L. Chezem

Dear Ms. Chezem,

On behalf of Indiana Wesleyan University and its College of Adult & Professional Studies, I am pleased to offer this statement of pledged support as your partner in making application as an Indiana Turnaround Leadership Academy. We recognize and are eager to embrace the close connection between our institutional mission to change the world by developing students in character, scholarship and leadership and your strategy for increasing the pool of transformational leaders capable of confronting the challenge of turning around Indiana's lowest-achieving schools.

IWU's education unit is NCATE accredited, with programs for individuals seeking initial, advanced, or administrative educator licensure. In particular, our School of Educational Leadership (SoEL) — led by Associate Dean Dr. Brad Oliver — is well equipped to contribute to the important undertaking you are leading. Our SoEL is a ready source of faculty expertise in mentoring and curriculum development.

We can also assist you in identifying candidates with strong leadership potential from our family of SoEL students and alumni. Since 2005, over 98% of the 583 educators who have completed our principal licensure program have successfully passed the School Leadership Licensure Assessment (SLLA). In addition, IWU has a strong commitment to teacher quality as is exemplified by our alumni, among them the 2007 and 2008 Indiana State Teachers of the Year, a 2007 National Milken Educator, and a 2009 recipient of the President's Award for Excellence in Math and Science Teaching.

Furthermore, IWU owns or operates 9 regional educational centers throughout Indiana: in Columbus, Fort Wayne, Greenwood, Kokomo, Marion, Merrillville, Shelbyville, along with 2 locations in Indianapolis. We consider these facilities, entailing many classrooms and meeting spaces, as substantial resources at our disposal in delivering on the proposal you are advancing for consideration.

For IWU, I look forward to our continuing collaboration,

A handwritten signature in black ink, appearing to read "D. Clark", with a circular flourish at the end.

Douglas P. Clark, Ed.D.
Associate Vice President for Academic Administration & Operations
College of Adult & Professional Studies
douglas.clark@indwes.edu

Career FYI is excited about joining you in pursuing the RFP for transition leadership coaching in Indiana. As you know, we have one of the largest affiliate networks of Executive and Leaderships coaches in the nation. This provides our clients with a wide selection of the "best of the best" that can be pulled in to meet the specific needs of each project. In other words, working with us provides clients with maximum flexibility while maintaining a high level of service and quality.

CHORUS, Inc. is thankful for reaching out and desiring to include us in your RFP. If you are still revising aspects of your response, feel free to pull language and concepts from our www.ehallmarks.com website. In the downloads section, there are some docs like the Hallmarks brochure and our Indiana Educator Benchmark study that could be beneficial in factoring into a turnaround intervention approach.

Part II: COST INFORMATION

DETAILED COST CATEGORY

DELIVERABLE		
1	Recruitment, Selection and Placement • The respondent shall identify prospective TLA participants. • The respondent shall work with local school corporations and other key actors to strategically place participants within the lowest-achieving schools.	\$ 6,500.00 (Per participant)
2	Training, Ongoing Monitoring and Support • The respondent shall give TLA participants the knowledge, skills, tools, and support they need to lead a team and community towards the transformation of schools into places where all students are achieving academically.	\$ 10,000.00 (Per participant)
3	Add Lines 1 and 2	\$ 16,500.00
SUBTOTAL A (Multiply the projected # of TLA participants that will be trained each year by Line 3. <i>Note: the projected number of participants should be between twenty and forty.</i>)		\$ 660,000.00
4	Data and Accountability • The respondent shall provide data on participants while enrolled in TLA and post-TLA. These data shall be reported directly to IDOE in substance, format, and intervals established by IDOE. These data shall include but are not limited to performance of individual TLA participants, academic performance of schools led by TLA leaders, and the effectiveness of teachers at schools led by TLA leaders.	\$ 120,000.00
5	Other costs (OPTIONAL) • As part of providing a comprehensive bid proposal, the respondent may outline other related deliverables not specified above. Please describe: <u>Management, Administrative, Financial Reporting and Accounting, General Overhead & Office Expenses</u>	\$ 118,575.00
SUBTOTAL B (Add Lines 4 and 5)		\$ 238,575.00
TOTAL COST OF PROJECT SUBTOTAL A + SUBTOTAL B		\$898,575.00